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ALL LEVELS OF OUR educational system continue to face many challenges and considerable scrutiny. School districts struggle with making adequate progress under the guidelines of No Child Left Behind (NCLB). Insiders and outsiders to the educational enterprise are dismayed by statistics that show far too many schools failing, an achievement gap that separates affluent from low-income groups and majority from minority groups, and staggering drop-out rates in many urban, under-resourced schools. Amidst these challenges, there are calls that we need more and well-prepared teachers in high-need areas such as mathematics, science and special education, and especially for those schools in urban and high poverty areas.

Facing up to these challenges, this past year, the state of Michigan raised its high school graduation requirements, and included in these new standards are four years of math, three years of science, two years of a foreign language and an online course. What a bold move when others might choose to lower expectations to enable more students to meet adequate yearly progress. Implementing these standards poses challenges for schools, but these are the right challenges. The state of Michigan is to be congratulated for recognizing the importance of establishing rigorous standards for all Michigan students to give them the kind of knowledge, skills and experiences that will enable their successful transition to post-secondary education and to the workplace of the future.

The state of Michigan has also established a committee to examine the quality of teacher preparation and the ability of teacher preparation programs to meet the demand for high quality teachers in understaffed areas.

Although the work of this committee is not completed, we also applaud the state for this bold move. No state can afford to have its next generation of teachers ill-prepared to teach to high standards and to meet the challenges of urban education.

We, too, take these challenges very seriously. We are tackling the critical need for more highly qualified teachers for urban contexts and for more teachers of mathematics, science, special education and English-language learning. But, we do not stop there. Just as the state sees online learning as a life skill, we recognize that our teacher education graduates need to be competent in using technology to engage student learners and to provide them with the tools for learning online. We also recognize the need to prepare our teacher education graduates to see themselves as part of a global society. Students within all levels of our educational system must learn about and appreciate other cultures, they must develop an understanding of global issues and they must be able to engage with other cultures. Prospective teachers must demonstrate these global competencies if they are going to be adequately prepared to teach their students how to learn and work in this “flat world.”

In these ways, we are focused on preparing teachers to meet the rigorous standards of the state of Michigan and equally important, to teach for this 21st century.

No Child Left Behind has been the subject of numerous articles, editorials and policy debates. Although one might wonder what new could possibly be added to this conversation, I want to draw your attention to two articles by MSU College of Education professors. One is the policy brief in this issue by Sharif Shakrani, co-director of the MSU Education Policy Center, and the second is a recent article titled “Education in the Flat World” published in the Phi Delta Kappan International (March/April, 2007) by Yong Zhao, university distinguished professor and director of the U.S.-China Center and the Confucius Institute. These articles highlight the dilemmas embedded within the NCLB legislation and the challenges that face our K–16 educational system.

In closing, I once again express my appreciation to you, our alumni and friends, for your support of the college. But, I can’t conclude without recognizing the most recent U.S. News & World Report rankings of graduate programs. The 2008 rankings were recently released, and I am proud to report that our graduate programs in elementary and secondary education have now been ranked No. 1 in the nation for 13 consecutive years. In addition, our program in rehabilitation counseling was also listed as No. 1 in the nation in this most recent ranking. Our complete set of rankings is displayed on page 11 of this magazine.

We are pleased with this set of outstanding rankings, and we use them as a challenge to continue to improve upon what we are doing. We are committed to excellence in our academic programs, to demonstrating impact on practice and policy through our research and to making a difference in the lives of individuals through state, national and global outreach. We know you share this commitment and expect no less from us.

CAROLE AMES

From the Dean
The song says the time has come. The trite cliche espouses that all good things must come to an end. I am one of those glassy-eyed optimists convinced that when one door closes another opens. My philosophy is only more emboldened as I conclude my time both as a member of your College of Education Alumni Board and the honor of serving you as your president the past three years.

Many of you have made this time an enjoyable, enlightening learning experience as well as a serving one. As my final message to you, I want to take this time and publicly thank many of the people who made this journey a precious memory I will always treasure.

The first of my “thank yous” is directed to the wonderful and dedicated people of the College of Education’s administration, beginning with Dean Carole Ames. Her leadership and caring (and great selection of furniture!) have made the College of Education the world-class premier college it is today. Under Carole’s leadership, I am confident the College of Education will continue to grow and lead the state, nation and international education communities into the 21st century “flat world.”

As I mentioned, serving on the board is a tremendous honor. With the honor is responsibility and a lot of work! However, the servant attitude of the work is exemplified through the extraordinary efforts of Associate Dean Cass Book and her most able staff (first Kay Wood and now Rosa Soliz). Sometimes their efforts were behind the scenes, but most times they led the charge. Those of us who have the privilege of working closely with them on a regular basis cannot help but be awed by their continued ability to help us by keeping in front of us what needed to be kept in front of us. Whether leading or behind the scenes, they made it happen. We as a board could not accomplish what we do without them. As president, this support is only magnified. Their grace overshadows our shortcomings as volunteers, and for that I will be eternally grateful.

I would be remiss without mentioning and thanking the other individuals of the College of Education who support the board’s efforts, including Michelle Mertz-Stoneham and Julie Bird with the college’s Development program, and Andrea Billups and Victor Inzunza for their wonderful efforts with the communications and this publication, the New Educator. With the addition of Kristen Parker to support alumni relations, I expect great things from my alumni colleagues in the future.

This thank you would not be complete without a huge thank you to my many alumni colleagues and members past and present on the COE Alumni Board of Directors. They trusted me as their president these past three years, a gigantic leap of faith on their part. I thank each of you for your support and patience.

Finally, thank you to every one of you as alumni of the leading education community on the globe. You supported us, you supported the activities, you supported the college and MSU. Come back to visit, and stay involved. May your future be filled with good things.

Thanks for the memories. Go Spartans!

David A. Dieterle, Ph.D., Class of ’88
Grandparents and their grandchildren have the opportunity to share a unique educational experience through their participation in Grandparents University, a unique three-day program that brings them together to take special classes and get the full college experience by living in a dorm on campus.

Grandparents University has already seen a great deal of popularity. The 2006 program filled completely within the first two weeks of being advertised, and the 2007 program (which more than doubled its capacity to accommodate more participants) has already sold out, with 522 attending.

The program, which runs from June 27–29, is a campus-wide collaboration, offering courses in several departments. For the first time this summer, the College of Education will participate with such programs as Our World: A Virtual Exploration and About Me: A 21st Century Profile, both taught by Scott Schopieray, the assistant director of the Center for Teaching and Technology. The college is offering four additional programs: Chinese Language and Culture Experience, taught by Assistant Professor Dongping Zheng and Visiting Research Associate Chun Lai; Getting Everyone Involved: Soccer for Children with and without Disabilities, taught by Kinesiology Professor Gail Dummer and Lissa Alexander, a kinesiology graduate student; Exercise and Your Heart: What Happens and How It Works! taught by Lanay Mudd, a kinesiology graduate student; and Cross Cultural Encounters, taught by Associate Professor Elizabeth Heilman.

Other participants include the College of Agriculture and Natural Resources, College of Natural Science, College of Arts and Letters, College of Communication Arts and Sciences, College of Social Science, Honors College, MSU Extension and the School of Packaging.

Participants stay in Holmes Hall on campus and eat in the Holmes cafeteria. They pick four 90-minute classes to take, and evening activities are offered after dinner.

Organized by the alumni relations staff of the participating colleges, the program is funded solely by registration fees. The cost for each adult is $299, and $239 for each child, with scholarships offered to lessen expenses.
Buy a Bagel, Help a Student

The addition of the Sparty’s coffee shop on the first floor of Erickson Hall brought more than hot lattes, warm soups, fresh salads and a sense of comfort during the winter chill. It also brought $10,000 in profits, all of which was used to fund scholarships for the college.
A new program has the potential to redefine hockey as a sport, reducing violence and increasing sportsmanship between players. The “Playing Tough and Clean Hockey Program,” created by an MSU Youth Sports research associate, is a nine-session program designed to teach players how to refocus and control their aggressive energy to better play the game.

Larry Lauer, Ph.D., director of coaching education and development for the Institute for the Study of Youth Sports at MSU, said he created the program as part of his research for his doctoral dissertation. “It started when I was a hockey player,” Lauer said, “and struggled with my own ability to stay out of the penalty box. I learned to manage my emotions and control myself on the ice.”

The “Playing Tough and Clean Hockey Program” focuses on players ages 12 to 17, and involves team workshops, individual sessions with the players and workshops with the coaches. At team workshops, players are taught to use the “three R’s: respond, relax and refocus” when they react to other players’ aggressive behavior on the ice.

“The one-on-one meetings with players are much more detailed,” he said. During these sessions, players fill out a report on how they felt during a game, and Lauer uses tapes of the game to review key moments with the player.

Lauer has been expanding the

Sonya Gunnings-Moton, assistant dean for student support services and recruitment at MSU’s College of Education, was honored by the university with its award for Sustained Effort toward Excellence in Diversity. As a faculty member and in her current position, she has advanced the college’s efforts to provide programs for students in urban K–12 schools. Gunnings-Moton developed The Broad Partnership between the College of Education and Detroit Public Schools with programs for summer high school scholars, future teachers and summer teaching fellows.

A Ph.D. graduate of MSU, Gunnings-Moton is an assistant professor of counseling and also serves as the co-director of the urban educator cohort program. She received her master’s from MSU and her bachelor’s degree from Northwestern University.

Gunnings-Moton was honored with other students, faculty and staff at MSU’s annual Excellence in Diversity Recognition and Awards program on March 14 at the Clara Bell Smith Center. Individual and team recipients of Excellence in Diversity awards received $2,500. She was surprised by MSU colleagues with a live video feed of her spouse, Sgt. Major Delbert Husband, offering his congratulations from Iraq, where he is serving with the U.S. Army’s 146 Multi-functional Medical Battalion. The audience cheered wildly and Gunnings-Moton teared up with emotion as Husband, speaking live from a giant screen projected at the front of the auditorium, professed his love and admiration for her work.

“This is only the first of many awards to come,” Husband told his wife proudly.

Said Gunnings-Moton: “I have been fortunate to work in a College of Education in which addressing issues of equity and access for urban K–12 students, and forging an aggressive urban education agenda, is a real priority.

“对我来说，我的工作奖励是每一天的明显，当我遇到本课程的其他学生。他们的存在不仅对MSU的丰富多样性做出了贡献，而且对MSU的学生来说也是有益的，他们知道我也是致力于——

LESSENING VIOLENCE IN HO

LESSENING VIOLENCE IN HO
program at MSU since 2004, and it now includes workshops for coaches. The first of many scheduled workshops, done in association with the Michigan Amateur Hockey Association, was held in Plymouth, Mich., last fall.

"Playing tough and clean is playing hockey with emotion," he said, "but within the rules of hockey. It’s playing with respect. I want to change players’ perspective on the way to play the game."

New Database Expands Research Capabilities

The Education Policy Center at MSU will soon house an impressive statewide database on student achievement and demographics. For the first time ever, through an agreement with the Michigan Department of Education and the Center for Educational Performance and Information (CEPI), the center will acquire data from the Michigan Education Assessment Program (MEAP) tests, as well as student demographic and teacher data.

The annual MEAP test, taken by students in grades 3 through 8, is used to evaluate student achievement and to comply with the federal regulations of the No Child Left Behind act. Michigan high school students took a new Michigan Merit Exam for the first time in March, replacing the high school MEAP.

Every public school student in Michigan is assigned a unique identifier used by both the MEAP and CEPI offices. Because the state data sets are linked through this unique identifier, it will make this new database particularly rich for research possibilities. The database will now be available to MSU researchers and their counterparts at Western Michigan University and Eastern Michigan University, through a joint agreement.

The CEPI data, which contain demographic information about teacher preparation and salaries, for example, as well as demographics from school districts, will help give the MEAP data context.

"This is a massive amount of data that used together will help us understand more about student progress and also about such areas as teacher quality and preparation and how that affects achievement," said Professor Sharif Shakrani, who co-directs the policy center. "It also will expand the horizons of faculty members to think about research topics, since we now have plenty of raw material to work with."

Only four other states—North Carolina, New York, Florida and Hawaii—allow any use of state data by outside researchers, and none of these make available both categories of information like the Michigan plan, Shakrani says.

“There is not a single state that has these types of data that we have in one single space,” Shakrani says. It will help researchers, for example, to examine the impact of the new Michigan high school graduation requirements on middle school instruction. “We would then be able to see where some intervention needs to take place. It would also give policymakers reliable information for efficient use of resources.”

A six-member research committee comprised of Shakrani, Assistant Dean for K–12 Outreach Barbara Markle, Assistant Professor of Teacher Education Peter Youngs, MSU Associate Professor of Measurement and Quantitative Methods Kenneth Frank, MEAP Director Joseph Martineau and CEPI Director Margaret Ropp, will review and approve applications from outside researchers who want to use these data for specific future projects.

The college’s Bettie Landauer-Menchik, director of data services for K–12 Outreach, will oversee the data center at MSU.

Strict security protocols will ensure that privileged information will not become public, said Shakrani, who has experience overseeing databases in his previous work with the U.S. Department of Education’s National Center for Education Statistics in Washington, D.C. He drew on strict policies there and at other key federal agencies to help draft MSU’s new policy for use on the MEAP and CEPI data.
When the College of Education embarked on significant building renovations two years ago, facilities manager Eric Mulvany stepped forward to make sure the process was carefully managed. So involved in the many details was Mulvany that often his suggestions and changes led to significant cost savings to the college.

His exemplary workplace commitment was lauded by faculty and staff who nominated the much-beloved and quietly efficient Mulvany for the Jack Breslin Distinguished Staff Award. The annual award, named after Breslin, a renowned student leader, athlete, administrator and MSU advocate, is given to just six people universitywide, and honors its namesake’s “Spartan Spirit.”

Mulvany was recognized at a campus ceremony and reception on May 15, and received a $2,500 award and citation. His many friends and fans in the college said it couldn’t have happened to a nicer—or more enterprising—guy.

“He knows how to tackle anything,” says Gail Nutter, the college’s assistant dean for educational operations and budgets, who was one of Mulvany’s four nominators.

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“When (Eric) a genuinely nice guy,” wrote kinesiology Professor Dan Gould in his Breslin Award nominating letter, “but he will do everything possible to help you even when he is swamped with other major responsibilities. He really cares about getting things done right and is not afraid to make sure that happens. He treats our facilities like they are his own house and all of us like we are members of his family.”

Mulvany Wins Jack Breslin Award

Suzanne Wilson has been selected to serve as the chairperson of the Department of Teacher Education for 2007–08. She replaces Professor Mary Lundeberg, who had led the department since August 2003.

Wilson, a professor of teacher education, received her Ph.D. and master’s degree from Stanford University, and her bachelor’s degree from Brown University. She directs the college’s Center for the Scholarship of Teaching, and joined the MSU faculty initially in 1987. She has served as a senior scholar for Carnegie Foundation for the Advancement of Teaching at Stanford and is the author of books, chapters and multiple journal articles on teacher professional development, math and science teacher induction and education as well as instructional policy. She is currently co-principal investigator on a National Science Foundation grant titled “Entering the guild: The effects of teacher professional community and professional development on new teachers and their students.”

Prior to her career in academe, Wilson served as a social studies and math teacher at schools in New Jersey, Maryland and Massachusetts.

Her research affirms her deep personal commitment to teaching and spans several domains, including teacher learning, teacher knowledge and the connection between educational policy and teachers’ practice. She has conducted research on history and mathematics teaching, and has conducted a broad-based literature review on teacher professional development and teacher education.

Wilson’s current work focuses on developing sound measures for tracking what teachers learn in teacher preparation, induction and professional development programs. She is an expert on curriculum policy, the history of teachers and teaching, mathematics reform, teacher assessment, teacher education and learning, teacher education policy, the scholarship of teaching and the teaching of history.
A College of Education–sponsored conference on international education drew a sellout crowd of 300 to the Lansing Center on March 6. The daylong event, “Preparing Our Students For a Place in the World: Internationalizing Michigan Education,” featured national and international participants, including Vivien Stewart of the Asia Society. Above, students from the Chinese language immersion program at Post Oak Elementary in Lansing perform a song. At right, University Distinguished Professor Yong Zhao (middle) and state Board of Education President Kathleen Straus (right) present an award to Bao Tongzeng, education consul, from the Chicago office of the Consulate General of The People’s Republic of China, who accepted on behalf of Madame Xu Lin, director general, of the Office of Chinese Language Council International.
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### Elementary Education
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2. University of Wisconsin–Madison
3. Teachers College, Columbia University (NY)
4. Ohio State University
   University of Georgia
5. University of Virginia (Curry)
6. Indiana University–Bloomington
7. University of Michigan–Ann Arbor
8. Vanderbilt University (Peabody) (TN)
9. University of Illinois–Urbana-Champaign
10. University of Maryland–College Park

### Secondary Education
1. Michigan State University
2. University of Wisconsin–Madison
3. Stanford University (CA)
4. University of Virginia (Curry)
5. Teachers College, Columbia University (NY)
6. University of Georgia
7. Ohio State University
8. University of Illinois–Urbana-Champaign
9. University of Michigan–Ann Arbor
10. Indiana University–Bloomington

### Rehabilitation Counseling
1. Michigan State University
   University of Wisconsin–Madison
2. Pennsylvania State University–University Park
3. University of Virginia (Curry)
4. University of Iowa
5. University of Arizona
6. Boston University
   George Washington University (DC)
   Southern Illinois University–Carbondale
7. San Diego State University
   University of Florida
   University of Maryland–College Park
   University of Wisconsin–Stout

### Curriculum/Instruction
1. University of Wisconsin–Madison
2. Michigan State University
   Teachers College, Columbia University (NY)
3. Stanford University (CA)
4. University of Illinois–Urbana-Champaign
5. Ohio State University
   University of Michigan–Ann Arbor
6. Indiana University–Bloomington
7. University of Georgia
8. Vanderbilt University (Peabody) (TN)

### Higher Education Administration
1. Pennsylvania State University–University Park
2. University of Michigan–Ann Arbor
3. University of California–Los Angeles
4. Michigan State University
   University of Southern California (Rossier)
5. University of Georgia
6. Indiana University–Bloomington
7. Stanford University (CA)
8. Teachers College, Columbia University (NY)
   Vanderbilt University (Peabody) (TN)

### Educational Psychology
1. Stanford University (CA)
2. University of Wisconsin–Madison
3. University of Michigan–Ann Arbor
4. University of Maryland–College Park
5. University of California–Los Angeles
6. University of Illinois–Urbana-Champaign
7. University of Minnesota–Twin Cities
8. Georgia Institute of Technology
9. Vanderbilt University (Peabody) (TN)
10. University of California–Berkeley

### Education Policy
1. Stanford University (CA)
2. Harvard University (MA)
3. University of Wisconsin–Madison
4. Teachers College, Columbia University (NY)
5. Vanderbilt University (Peabody) (TN)
6. University of Michigan–Ann Arbor
7. Pennsylvania State University–University Park
   University of Pennsylvania
8. University of California–Los Angeles
9. University of North Carolina–Chapel Hill
10. Michigan State University

### Administration/Supervision
1. University of Wisconsin–Madison
2. Vanderbilt University (Peabody) (TN)
3. Harvard University (MA)
4. Stanford University (CA)
5. University of Texas–Austin
6. Pennsylvania State University–University Park
7. Teachers College, Columbia University (NY)
8. Michigan State University
9. Ohio State University
10. University of North Carolina–Chapel Hill

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**The College of Education retains its overall ranking of 4th among 277 ranked colleges nationwide.**
When Guofang Li was a young girl, her eldest brother passed on to her a gift that would ultimately change her life. The present was a big, old radio. While she could have prized the gift as a way to listen to pop music like most youth of her generation, what most fascinated Li were not the catchy songs but the short-wave news broadcasts direct from Voice of America radio.

In the beginning, it was less about the context because she could only understand a few words. But soon, the small girl from a rural village deep inside central China became fascinated by the English language, listening intently to VOA’s slow and deliberate pronunciation style that helped her follow along.

“It was almost like it represented another world outside,” Li recalled of knowledge that crackled forth from the radio as she listened inside her mud-brick country home, located near the banks of the Yangtze River. “It connected me to the world beyond my village. I had never been anywhere, had never traveled—and yet here was this..."
place out there and I was fascinated. I liked English a lot. It was different."

The impromptu radio tutorials were inspiring and effective. Li was good at learning this new second language. Through her diligent study, she would later win school contests in reading and in grammar. She also came to realize that mastering English would open a gateway to a Western life and culture that previously seemed far out of her grasp.

Now, as an associate professor of second language and literacy education at MSU’s College of Education, Li is using her research and personal experience to pave the way for immigrant students in the United States in bridging the language and learning gap. As U.S. schools become more diverse, some boasting students from more than 50 countries inside one building, the need to assist literacy for these children is increasingly urgent.

“I want to continue my work with families, to help them integrate into a new culture and to help their children succeed in school,” Li said. "It’s an amazing experience of trial and triumph. When I talk to immigrant parents in inner-city neighborhoods, I see that most came from a very harsh environment and it hasn’t been easy. They identify with me and I identify with them. When I look at these families and how they struggle, I have so much respect for them. I think I symbolize what they want for their children in the new country—to become well-educated and make it to the middle class.”

Li’s path to academe started after she graduated from high school and went on to earn a degree in teaching English as a foreign language at Hubei University in Wuhan, a teacher’s college. Coming from a family where both her parents were illiterate, and a village where few girls went to school, earning a college degree was a monumental achievement.

“My father valued education very much,” she said of her background. “Although he and my mother were illiterate, they understood why it was important. My father taught himself how to read and write basic Chinese and he became a local leader. I was the only girl from there who had even a junior high education. There were a few boys who went to school but many did not.”

Li, however, was always driven to want more and her family encouraged her ambition. She went on to earn a master’s degree in applied linguistics at the state-run Wuhan University, putting herself through school as an executive translator for several major corporations, including Coca-Cola and Budweiser, who were just then putting down roots inside China as the nation opened its doors more fully to global trade.

But the corporate world, while providing good money and also independence, did not hold her interest or ignite her intellectual passion. “The corporate world is focused on making money,” Li said. “I decided that academia would be much more fulfilling for me.”

Soon, Li made a life-changing decision to leave her homeland, borrowing money from friends to help fund her long trip to the West where she would pursue her doctoral studies in Canada.

It was a world away from her familiarity, family and culture—“I had never even flown before,” Li says candidly, “and then I was a thousand miles away from home, and also quite lonely.

“It was not as Western as I thought,” she says of the barren landscape and rural environs that met her when she stepped off the plane. “I said: ‘Where are the people?’ I thought it would be crowded. But Saskatchewan was flat and cold. I am from the hills (in China) with a lot of lush landscape. This was the complete opposite. But I looked around and thought, ‘if these people can survive here, I can, too.’ I had wonderful professors and I adjusted.”

Slowly.

“At first, they called me the scholar from China, but I told them that I was not,” she said, laughing at her lack of confidence in the beginning of her studies. It grew, however, when the
first research paper she wrote won an award. “I still revisit those moments, which were pivotal for my career. In Chinese culture, there is this inhibition you get from family and society that our work is never good enough because we have to be modest and we need to always strive for better and higher. But Western culture was much more affirmative. I started to feel that yes, I would achieve.”

Ultimately she thrived as her new academic family embraced her and her intense work ethic. She began to enjoy her new world, too.

“People change their dreams several times over a lifetime, but my final dream was to be an academic,” she says. “I always thought I would return to China after I received my degree, but with my parents’ passing, I sort of lost my connection to home. I had never thought about staying in the West, but my world in China seemed far away and I had started to build a new life in a new land.”

She completed her doctorate in curriculum and instruction at the University of Saskatchewan in 2000, where she earned several awards and scholarships. She also became a permanent resident of Canada, applying for citizenship at the urging of friends.

After post-doctoral work at the University of British Columbia from 2000 to 2001, Li headed to the State University of New York at Buffalo where she took her first full-time job as an assistant professor in the department of learning and instruction. There, Li lost her beloved mother and father, and a second brother, while she was working toward tenure. She called them the “dark years” of her personal life.

Ultimately, Li pressed forward at SUNY–Buffalo and earned a university-wide Young Investigator Achievement Award for her research achievements, which included her first book, East Is East, West Is West? Home Literacy, Culture and Schooling, (Peter Lang, 2002) a finalist for the 2004 American Education Research Association’s Outstanding Book Award.

She joined MSU’s Department of Teacher Education in the fall semester of 2006, and after only four months on the faculty, stepped to the podium to receive the prestigious Ed Fry Award at the National Reading Conference in Los Angeles for her third book, Culturally Contested Pedagogy: Battles of Literacy and Schooling between Mainstream Teachers and Asian Immigrant Parents (SUNY Press, 2006).

The book, chosen out of 27 entries for the award, chronicles the battles between two white teachers and eight Chinese immigrant parents over their different beliefs about literacy education. The story, researched at two schools while Li was a post-doctoral fellow at the University of British Columbia, reveals disturbing cultural conflicts and power struggles between mainstream schools and middle and upper-class Chinese immigrant families. The subjects of the book, Li says, demonstrate that many white, middle-class teachers believe that student-centered and meaning-based teaching is the most effective approach, while many Chinese immigrant parents believe that teacher-centered, skill-focused is better.

Now happily settled at MSU, Li continues her research interests, which are essentially her life come full circle.

She studies literacy and second-language learning, looking at how immigrants come to assimilate language in the social and family contexts of their childhood environments. She is interested in understanding the roles parents play in student reading ability and also how teachers and school administrators affect their progress through instruction and policy implementation. When she sees the young students and their parents and hears their stories, it quickly becomes an area where she can totally relate. Because it is deeply personal, she is driven to help.

“I want to show that these children are not culturally deficient,” she explains. “They have funds of knowledge within them, and I want to build on their natural strengths. Students learn different codes of home literacies within different settings. Here, (as they learn English) they need to learn how to code-switch between their home language and culture and schooled literacy practices so that they...
can acquire mainstream knowledge and can gain access to the codes of power. I look at how they disconnect or connect with school literacy, and how we can help them to bridge school-home continuity.”

Li says she is proud of her contributions to the study of second-language learning, and says she particularly enjoys the data collection process, which allows her to engage with families up close.

“People are willing to talk to you about their lives,” she says with a knowing smile.

As a scholar, Li has been quite productive. She is the author and editor of two forthcoming books: Culturally Contested Literacies: America’s “Rainbow Underclass” and Urban Schools (New York: Routledge); and Multicultural Families, Home Literacies, and Mainstream Schooling (Albany: SUNY Press). The former, a sole-authored book, is based on a two-year ethnographic study of six culturally and racially diverse low-socioeconomic families in an American inner-city neighborhood. It reports how the families make sense of their daily literacy practices and living in terms of race, ethnicity, class and gender, but also the productions of such relations across cultural groups and within the context of larger socio-political and socio-economic formations.

Her most current research projects include an international study and a local one. Li recently was awarded a $500,000 grant from the U.S. Department of Education to conduct a three-year research project on the impact of e-learning on Chinese elementary students’ bilingual English-Chinese development in a predominantly Chinese environment. The project began in March, and Li hopes the model developed for this project will have some implications for bilingual and second-language education in U.S. schools.

In May, Li will begin another new project at Averill Elementary in the Lansing School District with her MSU colleague, Assistant Professor Janine Certo, on improving Hmong children’s biliteracy. It will investigate the influence of school and home connections on the bilingual and biliteracy development of low-performing and low-income Hmong students.

Hmong is the name of an Asian ethnic group from the mountainous regions of southern China who immigrated to Southeast Asia. Many Hmong—about 250,000 total—have relocated to the United States in recent decades. Their relationship to the U.S. was forged during the Vietnam War, and they come from such countries as Laos, Thailand, Vietnam and Myanmar, making them one of the fastest-growing immigrant groups in Michigan.

Hmong students, says Li, are a unique demographic for researchers in that their home literacy practices are nested in oral language, while the American school curriculum is a characteristically linear, standards-based written discourse.

Li says this area of biliteracy development in children of oral tradition is under-researched. The project recognizes the needs of local advocacy groups and community-based agencies, and will engage minority parents, teachers and administrators to gain more understanding on immigrant children’s learning experiences. By learning more about how those children make connections between oracy and literacy in school and home, this research can influence the students’ future academic success.

“There is a pressing need to build a knowledge base for understanding how to bridge the school-home experience to serve the needs of these children’s language and literacy learning,” says Li. “This project is of great significance to teachers and instructional staff at Averill Elementary School who have little professional development in how to teach second-language literacy, or knowledge about Hmong students’ cultural and linguistic back grounds. These teachers need more skills and understanding of English as a Second Language and children’s developmental issues, their cultural beliefs and educational values. They need to have training and to learn strategies on how to deal with this situation. These are real and critical issues.”

Hmong parents will also benefit by her research, Li hopes.

“Since many Hmong parents are not proficient in English literacy and may not have the necessary skills to support their children as they move from oral language to written ones, our project is essential in helping them to become more familiar with American schools,” she says. “We want them to become more involved in their children’s literacy learning and have more communication and contact with teachers. Many immigrant families want to support their children, but they don’t know how. We hope to build a knowledge repertoire for teachers, and to also support the needs of families.”

### 10 Tips for Teachers on Second-Language Learners

1. **Spending a little extra time to get to know your students’ linguistic and cultural backgrounds is critical. The little things you know about who they are and where they come from demonstrate to students that you care and can help build students’ trust in you.**
2. **Build your instruction on what students know. Help students make associations with familiar experiences and concepts.**
3. **Allow students to use their first language. Treat students as experts in their own languages and this will show you value their home language and will build their confidence when they learn English.**
4. **Use a lot of visual aids, especially with beginning learners. Use pictures and graphs when you explain difficult or abstract concepts.**
5. **Be explicit in setting the goals, tasks and assignments and in explaining contents. Write key concepts and assignments on the blackboard or overhead or as a handout. Give as many details as possible.**
6. **Always do pre-reading and writing activities before a major assignment. These activities will help students be better prepared for the tasks.**
7. **Always take time to review key words and concepts after the lessons.**
8. **Teach students major reading and writing strategies—the hows of learning a language—so that they can become independent learners.**
9. **Use more capable students as resources to help weaker students. This will help more advanced students further their understanding and help weaker students learn better.**
10. **When possible, involve parents in the learning process. Design homework in ways that parents are able to participate and make sure to communicate with parents.**
JOHNSON LEADS EFFORT TO BUILD GLOBAL COMMUNITY FOR THE FIELD OF DEAF EDUCATION

OUT OF ISOLATION
For the record, Professor Harold Johnson is not deaf or even hard of hearing, and neither is anyone in his family. Yet when he meets with a visitor to his office, he occasionally signs along as he speaks, an elegant articulation in a parallel language that suggests he’s been talking with his hands all of his life.

Johnson’s connection to his profession came not as part of a grand plan but in a moment of serendipity when he sought to change his undergraduate major from psychology to literacy.

It was 1969, and as Johnson made his way down a hallway one day during his sophomore year at the University of Tennessee in Knoxville, a professor he had never met stopped him for a second and the two began a brief discussion about what Johnson should study. It came about that day as a suggestion: “What about majoring in deaf education?” the professor asked.

Johnson recalls that it was an interesting idea, and although he had no personal background or experience with the deaf, he latched onto it immediately, as if it were meant to be. Little did he know that day that their impromptu talk would send him down the path that would lead to a bachelor’s degree, a master’s degree, a doctorate (he cashed in his life savings and even his insurance policy to help fund his Ph.D. program) and ultimately his becoming a worldwide expert in his field.

“I had never thought about being a teacher. I’d never even met a deaf person. Most people have some connection to someone who is deaf, but mine was just luck,” says Johnson of his early career.

“Ultimately, for me, what it came down to was about making a difference in someone’s life,” says Johnson, a veteran educator who joined the MSU College of Education faculty last fall. “I felt wanted and valued in deaf ed. I am passionate about my work, and my goal every day is to learn something and to make a difference. I am constantly awed by this field.”

Before his arrival at MSU, the College of Education had been looking for just the right person to fill the huge void left when Professor David Stewart died suddenly of a heart attack in 2004.

When college administrators wanted suggestions for someone new, they sought the advice of Johnson, at the time a professor at Kent State University. Johnson submitted name after name of known academics he thought would be right for the MSU job.

Finally, after much consideration, all roads led back to Johnson as the
Fast Facts about Deaf Education

- Forty states have college-level deaf education programs.
- There are 194 identified master teachers of the deaf across the United States, according to the deaf education Web site (www.deafed.net).
- Nationwide, about 12 percent of those teaching the deaf or hard of hearing have similar hearing challenges themselves.
- The job market for deaf educators is huge. About one-third of the current deaf education teaching force can retire now. “There are jobs in every state,” says Johnson.
- One in 1,000 children is born with a severe to profound hearing loss. Newborn infant hearing screening is now carried out in virtually every state and the District of Columbia. Decades ago, testing frequently did not occur until children were 3 or older, well past a developmental stage where they could have been helped much more.
- There are about 72,000 students nationwide in grades K-12 who are deaf or hard of hearing.

have to be a learner myself. Here, I can evolve my learning skills.”

Johnson is known in his field as a collaborator and facilitator, a “big idea guy,” who brings people together around the nation toward a common goal.

“The primary problem of deafness is not a lack of hearing but rather an abundance of isolation,” he says. “That concept resonates with everyone in my field of study. My hope is to reduce isolation, recognize excellence and facilitate collaboration.”

Now, with the Internet, the climate for the deaf and hard of hearing has changed significantly, altering the course of research as it focuses on the use of Web-based technology and resources to help reduce isolation and create a broader community of learners.

At MSU, Johnson is focused on several goals. One is to increase the depth and breadth of science teaching and learning within the nation’s deaf education teacher preparation programs to enhance students’ academic performance and learning skills.

“I want to evolve K-20 classrooms into ‘learning portals’ in which teachers and students use academic subjects to identify and address increasingly complex problems through the use of Web-based technologies and an online community of learners,” Johnson says.

Another goal is to increase the visibility of MSU’s doctoral program by designing and establishing a national leadership Ph.D. preparation model for K-20 deaf education. He says he wants MSU to be known as the leader in both research and science in his field.

Johnson also seeks to significantly increase exchanges and collaborations between his colleagues in the U.S. and the United Kingdom at K-20 educational institutions and in organizations that serve deaf or hard of hearing students.

“I want to identify research and share ‘best practices’ around the world,” Johnson says.

One important tool for such global sharing is the deaf education Web site (www.deafed.net). Using a series of federal PT3 grants from the U.S. Department of Education, Johnson began efforts in 2001 to create this site, which has grown tremendously and has now become a recognized hub for the deaf education community.

The massive Web site, with more than 18,000 registered users, has also become one of the main portals for educators of students who are deaf or hard of hearing. It houses a virtual library, the Deaf Education Master Teacher Project, which identifies master teachers around the world, the Deaf Education Cyber Mentor Project, which helps with professional development in a multi-state faculty collaboration, and Deaf Education Career Resources, where prospective employers and employees can exchange information.

“We needed a virtual place to meet and to share,” says Johnson. “This is where we establish a place of connection and community.”

The Web site also contains a bank of problem-solving tools called STARS. In this area, individual master teachers share their stories of how they solved specific issues related to teaching, offering anecdotes and even videos of them working in their classrooms and teaching actual lessons. This bird’s eye view into quality teaching offers insight for new teachers as they enter the field.

Johnson is now working with colleagues from throughout the U.S. to design and conduct research regarding 20 recommended practices in literacy, science and math that were identified as a result of the PT3 grants.

“As a field, we don’t teach math and science very well,” allows Johnson. “We just assume that it’s about speech, language and literacy. But content matters, and now we are exploring how we can use math and science to enhance the learning, language and literacy skills of students who are deaf or hard of hearing.”

Early hearing screenings of infants have made detection of hearing loss easier. Johnson calls these early screenings one of the most important advancements in the lives of deaf and hard of hearing children.

Technology, he says, has also made it easier for these children in recent years. With advances in amplification aids and the development of cochlear implants, more people are hearing better than ever before. Ultimately, it is up to parents to decide which approaches—auditory/oral, cued speech,
total communication or American Sign Language—are the best methods to facilitate their child’s learning, he says.

“More and more parents are choosing the auditory approach because of early detection,” Johnson says. “My job as an educator is to respect the parents of the kid and give that child as many opportunities to learn as possible.”

TTY machines, faxes, Web cams and instant messaging on the computer have all assisted individual who are deaf or hard of hearing with communicating. Johnson uses four different Web-based video conferencing systems to collaborate and conduct research with individuals, both hearing and deaf or hard of hearing, from around the world.

In the last few years, Video Relay Service (www.csdrvs.com/csdrvs.html) allows someone who is deaf or hard of hearing to get an online interpreter to help them communicate in a two-way videoconference with a doctor or someone else with whom the deaf person needs to carry on a conversation and ask questions.

All of these technologies, he says, add to the goal of “reducing the impact of isolation that deafness carries.”

Johnson says he hopes to make MSU’s College of Education a national leader in establishing online communities of learners. About 40 students are currently enrolled in deaf education programs at MSU, and Johnson says he wants to recruit more with an eye toward improving diversity.

Johnson has also recently begun a collaborative research project at MSU with Professor Ellen Whipple in the School of Social Work. The two will study abuse and neglect as experienced by infants, toddlers and youth who are deaf or hard of hearing. This work will be carried out with the State of Michigan’s Department of Community Health—Early Hearing Detection and Intervention Program and the “Hands & Voices” parent organization (www.handsandvoices.org/).

“Children who are deaf or hard of hearing are approximately three times as likely to experience child abuse and neglect as their hearing peers,” says Johnson, who calls the research both complex and controversial. “The increased risk is considered to be associated with children’s restricted communication skills and reduced knowledge of personal boundaries.”

Johnson and Whipple will conduct pilot investigations of parent/professional knowledge of child abuse and neglect, children’s home learning environments and parental observational skills in an effort to better understand how to enhance learning and language. They hope to use that knowledge to implement interventions through which parents and professionals will become more knowledgeable about child abuse and neglect while simultaneously enhancing the learning and language skills of infants, toddlers and youth who are deaf or hard of hearing.

“This research has great potential,” says Johnson, “yet it’s very complex. But what is that saying about how we are willing to address tough problems—Boldness by Design? I think that’s a perfect concept for what we are trying to do with this. We are trying to solve a problem that is massive and critical and complex—that’s what we can do at MSU.”
Posing beside a sculpture at MSU’s Wharton Center for the Performing Arts, Schneider muses that she likes the symbolism—a dancer leaping through the air, arms open and strong. “It can be tough to be a woman and a researcher and to attain these types of high-profile jobs like I have here,” she says. “At this point in my life, I do feel like I am soaring. I don’t think I’ve ever been more productive or creative.”
For six weeks, Barbara Schneider lay in a bed at Chicago’s Sarah Morris Hospital. She was 14 years old, weighed 45 pounds and was critically ill with a rare digestive problem. It was the early 1960s and with a polio outbreak sweeping the nation, there were no private rooms to be had. Schneider, much to her family’s chagrin, was kept on an open ward with some of the city’s most impoverished and unwanted youngsters. She was the only white patient, and coming from a family that was solidly middle class, Schneider was shocked to see just how little support some of the sick children around her had.

Schneider gets emotional recounting the memory of one young girl on her ward who had been badly burned. The little girl, in her bandages and pain, would get up in the middle of the night, sneak to the telephone and dial up family out of state, just to make contact with someone she was related to because no one had visited her in the hospital.

“Some of these kids had no clothes, no toys, no family coming to check on them, and they were so alone,” said Schneider, an education sociologist who serves as the Hannah Distinguished Professor of Education at MSU’s College of Education. “This wasn’t about material things as much as it was about opportunity and being able to see the disparity. It changed my life and made me realize how important social support is when you have parents and family around. I knew I wanted to do something to change that for those children. I wanted to make it go away.”

Today, Schneider, a renowned sociologist and educational researcher, is
LAST FALL, Barbara Schneider was selected as a Fulbright New Century Scholar, the only professor at MSU to receive such an honor in the past year. The Fulbright New Century Scholars Program (NCS) brings together annually 30 outstanding research scholars and professionals from the United States and around the world. NCS Scholars engage in multidisciplinary collaboration under the leadership of a Distinguished Scholar Leader and work together to seek solutions to issues and concerns that affect all humankind.

During this year, the fifth of the program, NCS will continue to address critical issues in higher education around the globe, and will focus on “Higher Education in the 21st Century: Access and Equity.” The broad topic is a perfect fit for Schneider’s work, which has focused on issues of social justice and inequality.

As a part of the NCS effort, Schneider will spend two months working with her East Asian colleagues to explore what conditions influence academic ambitions in some students but not in others and what influence ambitions have on later educational attainment and occupational success. This study will involve 12 high schools in South Korea, Hong Kong and Taiwan that have different rates of college attendance. Students, parents, teachers and administrators will be surveyed with a set of instruments modified from Schneider’s earlier work. The students will be followed for a five-year period.

As in the case in the U.S., the demand for higher education has rapidly expanded in South Korea and Taiwan, whereas postsecondary enrollment in Hong Kong has also increased but not at the same rates as the other two countries. By replicating in East Asia the design components from her earlier work in the U.S., Schneider aims to compare and contrast how college ambition at the K–12 level influences postsecondary attendance on a cross-national level. Comparing college matriculation rates and educational and occupational attainment within and across South Korea, Hong Kong and Taiwan, Schneider expects to identify common individual and institutional factors that enhance college access and the employment success of economically and socially disadvantaged populations across nation states.

using her life to do just that—shining a light on critical issues related to work, home, family and schools, and investigating how the complicated relationships between those domains serve to enhance behavior.

“I’m interested in social relationships and how people react to one another and what impact this has on life in the context of family and in the context of adolescence and the transition through adulthood,” Schneider says of her work.

“I have always believed that families are the primordial social group that you first are introduced to from the minute you are born. I believe in the importance and strength of families for helping us make adjustments in our lives.”

Education research intersects with and builds perfectly on the broader issue of family engagement, Schneider says.

“I’m very interested in education, the practice of it and how it impacts the lives of children,” she adds. “At this time in my career, I really want to make a difference, so I come here every day because I think about kids and schools and the choices people have and don’t have. If we can change the lives of children, offer them better choices, better environments, then we build a better and stronger state and nation.

“To me, that’s what MSU is all about.”

Schneider joined the MSU College of Education faculty in the fall semester of 2005. She came from the University of Chicago after a storied 18-year career that saw her publish more than 100 articles and write and edit 11 books.

A 1979 Ph.D. graduate of Northwestern University, Schneider earned bachelor’s and master’s degrees from National Louis University in Chicago, working for a time as a classroom teacher early in her career before returning to academia and a life of research. A mother of two grown daughters and wife to husband Lewis, a Chicago-based attorney, Schneider also serves as principal investigator at the Data Research and Development Center at the University of Chicago and co-director of the Alfred P. Sloan Center on Parents, Children and Work.

Much of her high profile work today concerns how the social contexts of schools and families influence...
“There is no future for kids without higher education. In this world, there is no way that we can cheat kids out of obtaining a degree. I want to make sure those who want that can get there.”

Schneider and Stevenson found that when parents are actively involved in students’ schooling, those adolescents tend to value education more. Family involvement, it seems, plays a huge role in determining children’s futures and their educational attainment. Aligned ambitions—from school to college and beyond—are also shaped by schools, whose guiding influence propels teens on a track to actually becoming what they dream of being.

A 2000 book, Becoming Adult: How Teenagers Prepare for the World of Work, written by Schneider and Mihaly Csikszentmihalyi, a professor of education and psychology at Claremont Graduate University, continues the theme of ambition, youth and education.

In the book, Schneider surveys students in a cross section of educational opportunity—from those in a magnet school for elite future scientists to those in an inner-city school in a tough neighborhood. In each, she examines how young people envision their future careers and what families, schools and communities can do to help teens develop good habits and solid values that will be useful in their work lives.
Challenging conventional wisdom, the findings show how families and school can guide young people from very different backgrounds to prepare themselves for adulthood.

Some of Schneider’s most current research looks at families and balance and how workplace stress can affect those relationships. Her highly acclaimed 2005 book Being Together, Working Apart: Dual-Career Families and the Work-Life Balance, co-edited with Linda J. Waite, brought front and center the debate around the complexities of family life and how middle-class families cope with the demands of juggling career and home.

The study reflects an enormous societal shift over the last 30 years that has changed the family landscape significantly, Schneider says.

“Rather than the traditional arrangement of two adults with two jobs for them to do, one the breadwinner and one the homemaker, most families today have three jobs, two breadwinner jobs and one homemaker job to distribute among two adults,” Schneider writes. “It is not surprising that in today’s world, people often feel there is too much to do.”

Schneider, who raised two daughters while moving up the academic ladder, says she can relate to the stress most families feel.

“I am a sociologist, but I also live in our world. My daughters have said to me ‘What’s the book for this stage of our life?’” Schneider says, laughing as she considers her own research trajectory that is pacing her family lifespan.

“Both of them were always engaged in my work,” going so far as to help her code data from her research, she said.

Schneider’s research today continues with family in the forefront. She envisions broad scale societal change in the way the nation views its work life and honors its family needs. But, she predicts, it won’t happen fast.

Ideally, the nation will reconsider its priorities and move toward a new balance that allows two-career parents some flexibility to raise their children with concern and compassion, rather than stress and exhaustion.

“I’m very clear,” says Schneider.
American families and their employers and the government must learn how to work together to develop reasonable policies that promote individual and family well-being.

In addition to her teaching responsibilities at MSU and much quality time spent mentoring a select group of doctoral students, Schneider is working on a new book with co-author Kathleen Christensen titled The Global Push for Workplace Flexibility. It will address these issues in greater detail. Christensen, who is the program director at the Alfred P. Sloan Foundation in New York, praises her colleague’s contributions.

“Barbara Schneider is a world-recognized scholar whose work has been instrumental in developing work-family studies,” Christensen said. “Through her leadership, the Center on Parents, Children and Work has established the standard for interdisciplinary multi-method study of working families.”

Schneider, who has served as editor of the journal Sociology of Education, is outspoken on this matter.

“We are the most productive nation in the world. We are consumed with work. Lots of times that runs in conflict with the family,” Schneider says. “We reward the individual in the workplace, and I think that has to change. A family is your first organizational group where you learn to negotiate the ways of the world. We can’t run the risk of having a nation of people who are highly stressed in the workplace. The long-term effect of this is that it will affect our business.”

This attitude shift will likely not come easily but she urges policymakers and other key decision-makers to look harder at the importance of worker’s family needs. “It’s not a silver bullet solution,” Schneider adds. “One policy will not work for everyone, even industry. We are a complex society and I think this is more of a global problem. For everyone, family is your first social group and in all of your work—in any outcome—there isn’t anything that doesn’t concern family. It all traces back to family.”

As a top researcher, Schneider knows full well the struggle most women have with keeping focus on guiding their children but also pushing ahead in a busy career. Her own research in the next year will take her to Hong Kong, Amsterdam, Japan—all over the globe—and she allows that with such a heavy travel load she does not want to miss opportunities to be engaged in issues that matter to her personally and professionally. Looking at schools and education systems around the world broadens her scope and opens her eyes for reform.

In January, she joined colleagues, including American Educational Research Association President Eva L. Baker, at a press conference at the National Press Club in Washington, D.C., where she discussed findings of two new research volumes she co-edited with University of Chicago researcher Sarah-Kathryn McDonald, Scale-Up in Education: Ideas in Principle (Vol. I) and Issues in Practice (Vol. II). The books address key challenges and lessons learned from designing effective reforms across a wide range of educational contexts, and for conducting studies that provide strong evidence of their impact at scale.

Replicating successful educational innovations has been a consistent goal of school reform. Yet, the books’ central theme asks, “How can educators, researchers and policymakers ensure that promising innovations continue to improve learning when applied to larger, more diverse populations of students?” The books address not just whether the evidence warrants adoption of these scaled-up reforms but how the effectiveness of interventions varies by classroom, school and district settings.

Like much of her previous research, the books are a continuation of Schneider’s career of diligent and cutting-edge study—aimed at understanding just what helps all children achieve.

“I know what helps kids get to college,” Schneider says with determination. “I know what they need. I also know what is important—that a school takes over some of the roles of the family if that is what is necessary to help them reach their goals. There is no future for kids without higher education. In this world that we live in, there is no way that we can cheat kids out of obtaining a degree. I want to make sure those who want that can get there.”

“If we can change the lives of children, offer them better choices, better environments, then we build a better and stronger state and nation.”
Preliminary research findings from Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE) are already having an impact in Michigan and Ohio school districts. As the five-year, $35 million project funded by the National Science Foundation enters its fourth year, data emerging from the project are shedding new light on what it takes to improve student achievement in math and science.

After reviewing PROM/SE data from their districts, a group of superintendents from Calhoun Intermediate School District, Michigan, decided to visit classrooms in each others’ districts in order to increase their knowledge and understanding of curriculum and instruction, and to become better instructional leaders for mathematics and science.

What makes the PROM/SE project somewhat unique is its focus on data
collected and analyzed from each of the nearly 60 participating school districts, and their teachers and students. “Our data is not about passing or failing,” said William H. Schmidt, the lead principal investigator and MSU Distinguished Faculty. “School and district assessment data collected by the project create powerful tools that help teachers and administrators understand structurally what is going on in their district and the classroom.”

With this enormous data pool, PROM/SE is arming districts with the information they need to make dramatic changes to the way mathematics and science are offered and taught in their schools. And, at the same time, this data can help districts work more efficiently by shifting the conversation from “how” to “why.” To understand the full picture of how to increase student achievement, districts need to understand why their students are not succeeding to their highest potential. This includes an in-depth look at the curriculum coherence and rigor, teacher preparation and knowledge, professional development and state standards.

While data collection and analysis are ongoing, here are some early research highlights and recommendations from the PROM/SE project.

### Rigorous Curriculum

PROM/SE student achievement data measuring fractions learning of nearly 200,000 students in grades 3–12 reveal that:

- Large numbers of students are not learning foundational fractions such as equivalent fractions and common denominators, making later success in more advanced algebraic concepts difficult.
- Third grade is the crucial time for teaching and learning foundational fraction concepts. About 60 percent of the third graders in the top-achieving countries passed the TIMSS fractions test, a test comparable to the PROM/SE assessment, while only about 25 percent of the PROM/SE third graders passed their test.
- By eighth grade, about 75 percent of PROM/SE students can pass the fractions test but the passing rate improves little throughout high school showing that about a quarter of the students do not possess fundamental skills for higher math success. (See The PROM/SE Research Report “Making the Grade: Fractions in Our Schools.”)

### Teacher Knowledge

PROM/SE surveyed nearly 4,100 K–12 mathematics teachers about their knowledge of mathematics for teaching and how they acquired it. Key findings reveal:

- Elementary and middle school teachers do not feel well prepared to teach higher math topics, which most likely impacts their ability to lay critical foundations for their students’ later, higher math success.
- Only about 50 percent of the PROM/SE middle grades teachers feel very well prepared to teach such key topics as expressions and simple equations or linear equations and inequalities. Confidence in teaching other important algebraic concepts such as proportionality, slope and functions fared less well.
- Findings vary greatly among PROM/SE districts, from about only 25 percent of elementary teachers in one district feeling very well prepared to teach geometry basics to about 90 percent in another district.
- The consequences of data are profound both in terms of what a typical student in the PROM/SE districts will encounter and the inequities resulting from large variations across districts. (See The PROM/SE Research Report “Knowing Mathematics: What We Can Learn from Teachers”)

Beyond the numbers, PROM/SE regularly convenes meetings with superintendents and district leaders to discuss trends in the field and tie the project data to state standards and national guidelines such as the National Council of Teachers of Mathematics curriculum focal points. These meetings also provide a forum for district leaders to share implementation ideas with each other. Schmidt notes that while there may be many paths to get there, the bottom line of all these efforts is to improve student achievement in mathematics and science.

For more information on PROM/SE and to download issues of The PROM/SE Research Report series, visit www.promse.msu.edu.

### Curriculum Coherence

In a sampling of seven school districts, the number of high school math courses offered ranged from 14 to a high of 46. These results illustrate how the lack of coherence manifests itself at the high school level due to multiple versions of various courses. High schools would be better served by having a small number of well-defined high school mathematics courses. So much variation in courses and content can water down the important connections between key concepts and how those unfold for the student between the grades and courses.

### PROM/SE Research Also Focuses On:

- Student course-taking patterns
- Intended versus implemented curriculum
- Teacher preparation
- District- and building-level leadership
- Parent awareness
- Student achievement
Amid considerable publicity and public attention, on Jan. 8, 2002, President George W. Bush signed a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. Known as the No Child Left Behind Act (NCLB) of 2001, this landmark education initiative was passed by an overwhelming bipartisan majority in Congress, and signaled a fundamental change in American education. Now as Congress and the Bush administration consider the five-year reauthorization of the law, they have the opportunity to address some of NCLB’s important problems of commission and omission.

To be sure, much of what No Child Left Behind has accomplished has been for the results of improvement efforts, particularly as measured by student performance on annual statewide standardized testing at the elementary and secondary levels. The major objective of the NCLB law was to help close the persistent and huge achievement gaps between disadvantaged students and their more affluent peers. The law’s ultimate goal is a steady academic gain by all subgroups of students until all can read and do math at or above grade level expectations. The target school year for states to reach a proficient level of performance is set for 2013–14, by which time students must meet their state’s definition of academically “proficient.” To show progress toward this goal, schools must publicize school report cards and test at least 95 percent of their students in third through eighth grades in reading and mathematics against state standards. Further, the law stipulates that all teachers in core academic subjects must be “highly qualified,” as defined by each state. NCLB also includes a strong parental choice component, giving parents the right to transfer their children out of chronically low-performing or failing schools. Schools that underperform or fail to meet targeted gains, called “Adequate Yearly Progress” (AYP), are held accountable, providing their students with free tutoring or transfer to a better-performing public school. A school that fails to meet the AYP targets for five consecutive years can be closed, restructured or made into a charter school.

The administration contends that NCLB has helped revitalize the state’s constitutional leadership role in education. Before NCLB was passed, less than half of the states fully measured their students’ achievement against clear academic standards. In 2007, every state now holds schools accountable for improving the academic achievement of all students. NCLB data must be reported by race, gender, ethnicity, special needs and economic status, thus prohibiting schools and districts from masking the deficiencies of some students with outsized gains by others.

Now as Congress and the Bush administration consider the five-year reauthorization of the law, they have the opportunity to address some of NCLB’s important problems . . .

Impact of NCLB on Education

Over the past five years, NCLB has generated enormous controversy across the education field in the United States. Preliminary research studies show the NCLB law is having an effect, both positive and negative, on schools, districts and education in general. Findings from multiple sources show that the law’s main goal is being achieved. Test scores in reading and mathematics are improving for all groups of students. The achievement gaps have narrowed slightly. Elementary schools are spending more time working on reading and mathematics; schools are paying more attention to alignment between curriculum, instruction and assessment. Special education students and English language learn-
Anders are receiving better instruction and improved academic programs—a particularly important consequence of NCLB, because subgroup achievement accounts for almost half of the schools failing to meet AYP goals (Table 1). Teachers are complying with the NCLB “Highly Qualified Teacher” requirements by completing state certification requirements.

While the above effects are positive and a cause for optimism, there are some negative effects that must be considered during the 2007 reauthorization process of NCLB. For example, schools not meeting the AYP requirements very often spend more time on reading and mathematics at the expense of subjects not tested. Chronically low-performing schools are undergoing minor changes rather than radical kinds of restructuring as stipulated by NCLB, and are thus unlikely to achieve the primary goal of all students performing at or above grade level. Elementary- and middle-school students are taking more tests as a result of NCLB. In 2002, only 19 states tested students annually in reading and mathematics in grades 3–8 and once in high school; by 2007, every state had such testing, often with additional tests at the district level. In 2007–08, a science assessment will be required as part of NCLB. All these tests and time for preparation are taking significant time from instruction, especially at the elementary and middle school levels. The percentage of schools on state “needs improvement” lists has been increasing over the past two years after holding steady for the first three years of the law, perhaps because states selected lower AYP target rates at the beginning of NCLB implementation to avoid having a large number of schools classified as failing.

Besides these presumably unintended consequences of NCLB, such as the overemphasis on testing, there are problems that the law failed to address. NCLB was supposed to level the playing field, promising students equal education no matter where they live or what their backgrounds. Despite state progress in setting academic standards in reading and mathematics, analysis of 49 state standards in reading and mathematics revealed huge differences across states in what students are expected to know and learn.

The Need for Consistent and Rigorous Standards

Each state sets its own standards for student achievement in reading and mathematics, then tests to see if the students meet the content standards and the benchmarks for “proficient” performance. This “laissez-faire” practice is under increasing scrutiny by educational researchers, policymakers and state officials as Congress prepares to discuss the reauthorization of the NCLB. Advocates of rigorous standards say the No Child Left Behind law has encouraged some states to set low standards or performance benchmarks so schools can avoid heavy consequences that are attached with failing to reach the state AYP targets. Educators point out that it is unfair to compare states with high standards to those adopting lower standards. For example, in 2006 Mississippi deemed 89 percent of its fourth graders proficient or better in reading based on its state test. That same year only 51 percent of fourth graders in Massachusetts—a state known for adopting rigorous standards—were deemed proficient in reading based on the Massachusetts test. In Mississippi only 7 percent of schools did not meet state AYP targets, while 35 percent of schools in Massachusetts failed to meet the state AYP targets in 2006 (Table 2).

Some educators argue that states can manipulate the test results by lowering the bar that determines the cut score for the proficient category, thus allowing more students to pass. Many education experts and business groups say a patchwork of math and science standards is inefficient and ineffective because it prevents reliable or valid test results.

### Table 1

<table>
<thead>
<tr>
<th>Category Not Achieved</th>
<th>National Level</th>
<th>Michigan Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall student achievement</td>
<td>35%</td>
<td>239</td>
</tr>
<tr>
<td>Achievement of ONE subgroup</td>
<td>25%</td>
<td>224</td>
</tr>
<tr>
<td>Achievement of TWO subgroups</td>
<td>20%</td>
<td>51</td>
</tr>
<tr>
<td>95% test participation rate</td>
<td>7%</td>
<td>30</td>
</tr>
<tr>
<td>Other factors (MI attend.; grad. rates)</td>
<td>13%</td>
<td>544</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>544</td>
</tr>
</tbody>
</table>

3. Causes Related to Student Achievement in Michigan

### Table 2

<table>
<thead>
<tr>
<th>Percent of Students at or above the Proficient Level on State Testing and NAEP (Reading Assessment, Grade 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSISSIPPI</td>
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<tr>
<td>2005 State Test Results</td>
</tr>
<tr>
<td>2005 NAEP Results</td>
</tr>
</tbody>
</table>

*Weighted Average

valid comparisons between states on the core academic areas of mathematics, science and English. They contend that students in states with low standards will have trouble competing in the global economy or in post-secondary education in fields related to mathematics, science or technology. Recently proposed legislation by U.S. Rep. Vernon Ehlers of Michigan and Sen. Christopher Dodd of Connecticut would establish national standards in mathematics, reading and science that all states can use as a uniform and rigorous basis for their assessment. However, this proposal is viewed unfavorably by the U.S. Department of Education and some members of Congress who see it as an infringement on state roles in defining curriculum.

The National Assessment of Educational Progress (NAEP) offers the best opportunity to compare state performance using a common assessment across the nation. NAEP is the closest thing we have to a national test and provides a “snapshot” of educational achievement in America. NAEP content standards are developed to measure what students should know and be able to do at grades 4, 8 and 12. The NAEP performance standards of Basic, Proficient and Advanced are more rigorous than most state standards and are intended to measure if students are ready to move up the education ladder. State-level NAEP results differ starkly from state assessment results for most states, in that some states with low NAEP scores had very high state scores. However, states with higher NAEP performances tend to have more consistent results between the two assessments. This analysis supports the proposition that national standards are needed to reach the NCLB goal of a level playing field.

The U.S. Department of Education has proposed that states report the proficiency rate derived from state tests and NAEP assessments on the same public report card. The Department further proposes to sponsor a cross-state comparison of standards at the elementary and secondary levels. Many other prominent NCLB proposals from educators, policymakers and businesses are advocating the use of common academic standards across states. One state superintendent pointed out that “if we are all going to be held to a standard, it certainly would be nice if it were the same standard.”

This sentiment reflects the view of many key educators at a recent NCLB reauthorization Congressional hearing. NCLB accountability provisions are moving the United States toward common standards in mathematics, science and English. In my view, this is a step in the right direction that will enhance the educational opportunities for all students and ensure that quality and rigorous content are taught to students across the nation in urban, suburban and rural schools.

The U.S. Department of Education proposal for the reauthorization of NCLB preserves most of the existing provisions at the elementary and middle school levels. The Administration is calling on Congress to maintain NCLB’s framework of high expectations and accountability, but proposes to give districts and states larger flexibility in the implementation process. At 2,300 pages, the 2002 law was overly prescriptive, with a “one size fits all” approach to complex educational problems. This approach worked in some places but was counterproductive and failed in others. Many new proposals advance different approaches to rectifying this problem but most agree on the need for added flexibility in the procedures to use in implementing the accountability provisions.

## NCLB and High School Reform

The Administration’s proposal for the 2007 reauthorization also recommends significantly expanding the NCLB provisions at the high school level. Proposed provisions aim to improve graduation rates, promote rigor in high school coursework, increase funding for urban and poor high schools and provide resources to improve teacher quality and effectiveness. In particular, the Administration is proposing a $1 billion Title I allocation for high school reform. Presently, only about 5 percent of the $12.8 billion in Title I funds are used at the high school level, so the proposed new funds would double the resources available to urban and poor high schools who are failing to meet graduation and achievement standards. However, the new funds would come at the expense of other programs that presently impact high schools, such as the Perkins Career and Technical Education and the Individuals with Disabilities Education Act (IDEA).

In my view, the Bush administration, Congress and the business community are justified in their demands for improvements at the high school level. The achievement gap among racial, ethnic and poor students is widest by far at the high school level. The graduation rates of disadvantaged minority students are significantly lower than those of their more advantaged peers, and over the past five years the rates for male students have gotten worse, not better. The present NCLB model is designed to help improve the elementary and
middle school reform, and up to now seems to be working. However, high school reform requires a different approach that addresses the specific causes of success or failure of high school systems, teachers and students. For example, the present NCLB testing requirements will not work in the comprehensive and highly diversified course offerings that constitute current high school curriculums. Rather than increasing the quantity of testing at the high school level, policymakers should strive to improve the quality and timeliness of testing.

NAEP results have demonstrated clearly that more than 40 percent of all 12th graders lack basic mathematical knowledge to survive a typical high school curriculum. For disadvantaged minority and poor students this percentage soars to 70 percent. More testing at the high school level is not the answer. What is needed in the poor-performing schools is more qualified teachers in mathematics and science, targeted remediation for students who come unprepared for high school education, and better articulation between the curriculum offered in high schools and what post-secondary educational institutions and the workplace expect of high school graduates.

Addressing the concerns about high school education in core academics, the Administration launched its “American Competitiveness Initiative” (ACI) in 2006. The initiative aims at helping high school students do better in mathematics and science by providing funds to train 70,000 teachers to lead Advanced Placement Courses, bringing 30,000 mathematics and science professionals in to teach in high schools and providing early help to students who struggle with mathematics. This emphasis on competitiveness is consistent with the NCLB goal of improving academic standards and ensuring that all students receive effective instruction from qualified teachers in mathematics and science.

A committee of the National Academy of Sciences reported, “Having reviewed trends in the U.S. and abroad, the committee is deeply concerned that the scientific and technical building blocks of our economic leadership are eroding at a time when many other nations are gathering strength.” The Congress of the United States should pay particular attention to high school reform during the NCLB reauthorization process.

Conclusion

It is very likely that Congress and the administration will provide states and districts with additional flexibility, assistance and resources to help improve or restructure chronically underperforming schools at the elementary and secondary levels. It is also likely that the NCLB accountability provisions will be modified to ensure a degree of consistency across states in defining and testing high expectations amended to build on the strengths of what has worked over the past five years while addressing its weaknesses. Educators can expect to see a modification of achievement growth targets and a more realistic definition of proficiency that will provide more meaningful and valid comparable achievement targets across states.

I predict that NCLB will be reauthorized in 2008 in a deliberate and thoughtful fashion. Congress will maintain NCLB’s framework of high expectations and will continue to hold states, districts and schools accountable for their student’s achievement. Congress will very likely add new provisions for high school reform with emphasis on rigorous mathematics and science participation and achievement with special emphasis on low performing high schools.

The goal of closing the huge achievement gap is laudable and must be addressed effectively. The NCLB seeks to develop and implement a new federal and state relationship.

The reauthorized NCLB should be specific about outcomes and flexible about means of delivering these outcomes.

Addressing the concerns about outcomes and flexible about means and standards with rigorous curriculum in mathematics, science and English. At the same time, accountability requirements for students with disabilities and for students with limited English proficiencies must be modified because they cause unreasonable and persistent problems to elementary and middles schools in meeting AYP targets.

The U.S Congress has already begun hearings on NCLB and has received wide and diverse input from a multitude of organizations, groups, individuals and state and federal policymakers. Congress is expected to maintain the NCLB framework of high standards and accountability for all students, but the law will be that provides more state and district flexibility in exchange for improved academic accountability. The reauthorized NCLB should be specific about outcomes and flexible about means of delivering these outcomes.

The reauthorization process for No Child Left Behind represents an important opportunity for the nation’s leaders to improve this landmark legislation and to improve the chances that it and the nation’s schools will live up to its name. Closing the achievement gap while improving educational expectations for all students is in the interest of the nation, the states, the districts and above all the students who make up the future of the United States of America.
Chris Dunbar sat on the front porch of his Rochester, N.Y. home and watched with near disbelief as chaos engulfed his neighborhood. The year was 1964, and the city was embroiled in a racial riot that lasted three days and led then-Gov. Nelson Rockefeller to call out the state’s National Guard to protect the peace.

Four people died by the time the riot was over, with 350 injured, nearly 1,000 arrested and 204 businesses looted as a result of the violent protests. At issue: low-paying jobs and substandard housing problems faced by African-Americans, whose local population had increased threefold over the past decade.

The riot was a defining moment in Dunbar’s life. It occurred when he was on the cusp of adolescence, and although his parents kept him at home and away from the turbulence, they could not keep him away from the cause. As a child who was bussed to help integrate the schools, Dunbar was starting to understand the struggle. As a teen who was spit on by classmates because of his race, he felt the sting.

“I knew we were different,” he recalls of that time. “I felt detached.”

To combat the injustice, he and his friends quickly joined a youth group that was fighting for social change within the community, a teenage wing of the popular FIGHT (Freedom, Integration, God, Honor, Today) civil rights organization that brought churches and civic groups together to improve the quality of jobs and housing in the city. It allowed Dunbar to get involved in issues facing his own neighborhood and helped empower him to work constructively for equality.

“We were advocates for our community and advocates for kids,” recalled Dunbar, now an associate professor of k-12 educational administration at MSU’s College of Education. He and his buddies all wore blue jackets to signify their unity, and “through my involvement, I began to develop as a young, black male. At 12, 13, 14, we became very active in the civil rights movement and that continues for me today,” Dunbar said.

“I’ve been an activist for really as long as I can remember.”

Along with working on his own research, which has focused on alternative schools and African-American students, the effects of zero-tolerance policies (which often involve removing students from school permanently for certain offenses), and alternative qualitative research methods that illuminate experiences of underrepresented populations, Dunbar continues to inspire urban youth in their own struggle for identity and confidence.

He followed the advice of his factory-worker father, who told him “You can make a difference in your community once you have an education.” After his own stint working in a canning factory and occasionally tending bar, Dunbar eventually left Rochester to earn bachelor’s and master’s degrees in education from California State University in Los Angeles. He hoped to be a teacher and he worked for a time in an alternative school in the South Central area of the city, where he was stunned to see students warehoused because they were deemed behavior problems by the school system.

The need was serious. Many of them could not read. All of them were poor, lacked a family foundation and had been labeled as nearly hopeless. Dunbar fought to show them that someone believed in their potential.

He bought them Hooked on Phonics and decided he’d start from the...
ground up—reading. He took them with him to Cal State so they could see what college was like. Eventually, many improved and Dunbar came away knowing for the first time in his life he'd made a real difference for children.

“I had trust in them—they trusted me,” he says with pride. “We had more than a student-teacher relationship. They knew I cared about them. And it was that single experience that made the biggest impact on my desire to get a doctorate.”

Dunbar followed his ambitions, left California, and earned a Ph.D. in educational policy studies from the University of Illinois Urbana-Champaign.

He joined the MSU faculty in 1998, and is now actively involved not only with his own research but also with Assistant Professor Dorothea Anagnostopoulos and Associate Dean Sonya Gunnings-Moton in a four-year program called Future Teachers for Social Justice (FTSJ).

The program, sponsored by a $500,000 grant to the college from the Skillman Foundation, brings together MSU educators and high school students from Detroit Public Schools with community leaders and activists in the Detroit area. They meet on Saturdays to talk about issues facing them, their community and their schools, writing papers, creating oral histories and interviewing local dignitaries like Detroit Mayor Kwame Kilpatrick. The mayor visited with the students in February to address concerns about a reorganization of their school district.

“We have kids here who have not had optimal educational opportunities,” said Dunbar. “Some of these students are brilliant and all of them deserve the opportunity to get the most out of life. If I am able to address issues that are important to them—and sometimes they don’t yet know they are important—then I am going to do that. These are kids who before our program, didn’t really understand what social justice meant.”

Dunbar works each summer with as many as 90 Detroit students who participate in the Broad Summer High School Scholars program, funded by the Eli Broad Foundation. It brings students to the College of Education on MSU’s campus as part of a summer study program. It is designed to spur not only their interest in attending college, but also to plant a seed in them to become future urban educators in their home communities.

Here, working with juniors and seniors, Dunbar is much beloved, say his colleagues, who admire his natural connection with youth.

“He artfully engages students in an examination of the conditions of their schooling, and then compels them to bring about change as future educators,” observes Gunnings-Moton, who heads the Broad program at MSU. “The students are quite empowered through his teaching, and have affectionately referred to him as ‘Dr. Justice.’”

In addition to the summer program, about 40 of the FTSJ students meet in Detroit twice a month on Saturdays with Dunbar and his colleagues during the school year, where they are encouraged to learn more about issues within their community and school.

“They are talking with people they would never talk to,” said Dunbar of the FTSJ sessions. “They get to ask questions. This really builds their confidence and shows them that what they have to say is important and significant. They interview people in their community. They are learning how to ask critical questions.

“At a recent meeting, one of our kids actually asked an urban educator why they didn’t have more Advanced Placement classes,” Dunbar beamed. “Hearing that was amazing.”

Dunbar hopes to one day put together a documentary film about these students and has plans to take a sabbatical in spring 2008 to work on a book about the FTSJ youth in Detroit. It is tentatively titled We Have Dreams, Too.

With the book, Dunbar wants to continue the dialog around education and its power in social change.

Gunnings-Moton calls Dunbar’s determination inspirational and says he’s “a true champion.”

“Chris not only examines educational policy impact from the perspective of a researcher, he is moved to impact change at all levels—systems and individual,” she said. “He ascribes to the belief that knowledge is power, and conveys this passion through his teaching of high school students in urban districts to doctoral students in higher education.”

Dunbar allows that it is indeed this drive and the impact of his personal experiences that keeps him in the fight.

“I would stop if I felt that everyone practiced social justice, if kids were all provided the same opportunities,” said Dunbar. “But for now, I want these kids to know that if they want to make a difference in their community, they have to get an education. They have to maximize the talents that they have. For me, these kids need to take advantage of every opportunity and then go back and bring someone else along.

“Each one, teach one. I would hope that they would follow that model.”
Four members of the department of teacher education have been recognized with university-wide awards for distinguished service and teaching. The award recipients are Lynn Fendler, Randi Nevins Stanulis, Sharon Anderson Schwille and Marcy Britta Wood.

They were honored at the annual Awards Convocation, featuring the president’s annual State of the University Address, on Feb. 8 at the Wharton Center’s Pasant Theatre.

Fendler, an assistant professor of teacher education, was one of six honored with the Teacher-Scholar Award in recognition of dedication and success in teaching. Her research explores what it means to be educated in particular historical and political contexts. She is also interested in critical and genealogical examinations of the relations among knowledge, reason, discipline and power. She received her Ph.D. from the University of Wisconsin–Madison.

Stanulis, a Ph.D graduate of MSU who serves as associate chairperson of the department of teacher education, was honored along with Sharon Banks, Ph.D., superintendent of Lansing Public Schools, with the Outreach Scholarship Community Partnership Awards in recognition of mutually beneficial sustained campus-community research partnerships. Their collaborative outreach partnership draws school principals, mentor teachers and beginning teachers from the Lansing School District to create a structure in which mentors are prepared for and supported in working with the teachers they mentor on substantive issues of teaching. Stanulis is a nationally recognized scholar on mentoring and teacher induction.

Schwille, who received her Ph.D. from MSU, was one of four honored with the Distinguished Academic Staff Awards in recognition of their significant accomplishments and distinguished careers. She coordinates the Teacher Preparation Program, and serves as assistant to the chairperson of the teacher education department.

Wood, a doctoral student in curriculum, teaching and educational policy who focuses on elementary math education, was one of six honored with an Excellence-in-Teaching Citation, awarded to graduate assistants in recognition of dedication and success in meeting classroom responsibilities. She serves as a graduate assistant to Professor Michael Battista.

“I am very pleased that these colleagues are being honored for their important contributions,” said Professor Mary Lundeberg, department chairperson. “We have outstanding people in the department of teacher education. These awards point to their stellar accomplishments.”
Edwards Elected President of National Reading Conference

Patricia Edwards, a professor of teacher education, was named president of the National Reading Conference (NRC) at the group’s 56th annual meeting in Los Angeles.

Edwards, an expert in family and urban literacy, will head the international reading research group for a one-year term. A Ph.D. graduate of the University of Wisconsin–Madison, Edwards, a native of Albany, Ga., joined the MSU faculty in 1989. She is the NRC’s first African-American president. She said she never expected to helm the organization when she went to her first NRC meeting in 1983, and calls it an honor to lead such a prestigious group.

Zhao Recognized by Hanban for Work Promoting Chinese Language

University Distinguished Professor Yong Zhao was honored for his work by the Office of Chinese Language Council International (also known as Hanban). He was recognized for his distinguished contributions and service in promoting Chinese education through technology.

Zhao, a professor of educational psychology, directs both the Center for Technology and Teaching and the U.S.–China Center at MSU. He has developed numerous network-based learning environments and educational Web sites.

As the executive director of the Confucius Institute at MSU’s College of Education, Zhao has channeled his passion for international respect and unity into online Chinese language courses that combine the best of Eastern and Western educational models. Specifically, he hopes to prepare children for a more international future.

Zhao is also currently involved with several research projects, including analyzing the social construction of technology adoption in schools, designing an online literacy program and studying the cognitive effects of computer-mediated learning communities. Hanban is an organization funded by the Chinese government that seeks to promote the Chinese language. It works with institutions worldwide to provide support and leadership in teaching Chinese as a foreign language.

Wheeler Receives Cantho University’s Award of Merit

Christopher Wheeler, a professor of teacher education, was honored by Cantho University in Vietnam with the school’s Award of Merit. Wheeler, who has been instrumental in establishing a partnership between MSU and Cantho, attended the award ceremony, which also honored Cantho University’s 40th anniversary.

Wheeler has led a collaborative effort to establish the CTU-MSU Center for Innovations in Education on the CTU campus. The center, which provides office space and technology support for visiting MSU faculty, houses collaborative research programs in biotechnology, English language improvement and a school/community project. It also includes an adult and continuing education center to meet the educational needs of adults in the Mekong Delta of Vietnam.

Wheeler and his colleagues in the College of Education have been involved in two programs at Cantho—one integrating school reform with community development and another utilizing a linkage grant that expands the relationship between the colleges and the public schools in Vietnam to improve teaching training and instruction.

“We think we have had a significant impact in helping improve their teacher training program,” Wheeler said.

Professors Train Lebanese-American University Teachers in Internet Technology

Joseph Codde, a professor of educational technology, and Rhonda Egidio, a professor of education, are helping female teachers at the Lebanese-American University in Beirut to learn how to effectively use Internet technology in their classrooms, preparing them to compete in the global marketplace.

The MSU professors are working to create a gender-customized educational technology certificate program at LAU for new and veteran Lebanese teachers. The researchers think the creation of a pilot teacher professional development program focused on the use of IT in the classroom will help female teachers, as well as their students, bridge economic and cultural barriers that are pervasive in that region of the world.

“Women teachers and female students there are often left behind in the growing digital economy,” said Codde, who heads MSU’s Educational Technology Certificate Program. “This program adapted from MSU teaching standards and based on our successful model here, will be designed with the knowledge of how women learn...
about technology and how to use it for educational purposes so that gender disparities are overcome and females can join the culture of those who are creating the digital world of learning.”

**KUDOS**

**Ann Austin**, a professor of Higher, Adult & Lifelong Education, who holds the Mildred B. Erickson Distinguished Chair, is the co-author of two new books: *Rethinking Faculty Work: Higher Education’s Strategic Imperative* (San Francisco: Jossey-Bass), and *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present* (Bolton, MA: Anker Press). Recent HALE doctoral graduate Andrea Trice is a co-author of the first book, while recent HALE doctoral graduate Pamela Eddy is a co-author on the second.


**Dorinda Carter**, an assistant professor of teacher education, gave in February the first keynote address for the Harvard Graduate School of Education’s annual Student Research Conference, sponsored by the school’s Askwith Forum. Her talk was titled “Research for Research’s Sake? Transformative Scholarship in Challenging Times.”

**Janine Certo**, an assistant professor of language and literacy in the department of teacher education, is the recipient of an MSU-awarded Lilly Fellowship for the 2007–08 academic year. Associate Professor Laura Apol will serve as Certo’s mentor. Certo was honored at a Lilly Fellows reception on April 26 at MSU’s Kellogg Center.


**Matthew Diemer**, an assistant professor of counseling, received the Ohana Award from the American Counseling Association. The Ohana Awards honor individuals in counseling who affirm diversity and advocate for social justice.

**John Dirkx**, a professor of Higher, Adult & Lifelong Education, together with MSU colleague Julie Brockman, an assistant professor in the School of Labor and Industrial Relations, received the Cutting Edge Award from the Academy of Human Resource Development (AHRD) for presentation of their paper, “The machine operator’s signature: Formation of worker self-identity in problem-solving context” at the academy’s 2006...
Professor Deborah Feltz, chairperson of the department of kinesiology, is author of a new book to be published in August, *Self-Efficacy in Sport: Research and Strategies for Working with Athletes, Teams and Coaches* (Champaign, IL: Human Kinetics). The book, a first to be devoted entirely to this topic, includes psychological strategies for helping athletes, teams and coaches to overcome specific weaknesses.

William W. Joyce, a professor of teacher education, co-edited a book, *Teaching Canada and Mexico*, with John Bratzel, an MSU professor of writing, rhetoric and culture, which was published by the National Council for the Social Studies. The book was honored at an event held at the Canadian Embassy in Washington, D.C.

Jim Pivarnik, a professor of kinesiology, was an invited presenter at the Institute of Medicine Workshop on the Adequacy of Evidence for Physical Activity Guidelines Development, held at the Institute of Medicine in Washington, D.C. The workshop led to an announcement by U.S. Department of Health and Human Services Secretary Mike Leavitt for the development of such guidelines in the coming months. Pivarnik also was named as the MSU University Intellectual Integrity Officer (UIIO). The UIIO reports directly to President Lou Anna K. Simon, and is responsible for ensuring that the MSU Procedures Concerning Allegations of Misconduct in Research and Creative Activities are carried out in an unbiased, confidential and professional manner.

Mark Reckase, a professor of measurement and quantitative methods, finished his three-year term as vice president of Division D of the American Educational Research Association (AERA) at the group’s annual meeting in Chicago in April. His vice-presidential address will be “The Science and Sophistry of Educational Testing.” Reckase also has been elected as vice president of the National Council on Measurement in Education. He will become the president of that organization for the 2008–09 year. Reckase just completed his five-year term as editor of Applied Psychological Measurement, one of the top journals on applied psychometrics.

Kristen Renn, an associate professor of Higher, Adult & Lifelong Education (HALE), was appointed book editor for *ACADEME*, the bimonthly publication of the American Association of University Professors (AAUP). Renn also received a “Service to NASPA” award from the National Association of Student Personnel Administrators’ Gay, Lesbian, Bi and Transgender Knowledge Community.

Cheryl Rosaen, an associate professor of teacher education, is the author of a book, *Coming to Critical Engagement: An Autoethnographic Exploration* (Lanham, MD: University Press of America). The book was selected as a focus for the MSU Public Humanities Collaborative Spring Colloquy Series.

University Distinguished Professor William Schmidt, co-director of the college’s Education Policy Center, was an invited speaker at the Winter Governor’s Conference, Feb. 26 in Washington, D.C. Schmidt spoke to the nation’s governors about the importance of STEM (Science, Technology, Engineering and Math) education.

Robbie J. Steward, a professor of counseling, received the Diversity Award from the Michigan Counseling Association for her research and work on diversity. Steward directs the college’s master’s degree program in counseling. The MCA Diversity Award honors a person, organization, agency or governmental unit making significant contributions to the recognition of human diversity for the enhancement of dignity through research, articles and service.

Matthew R. Wawrzynski, an assistant professor of Higher, Adult & Lifelong Education, who coordinates the student affairs administration program at MSU, was elected to the executive board of the American College Personnel Association. He will serve a three-year term as the faculty member-at-large.
Early in February, Theresa Pusateri sought out MSU women’s hoops Coach Al Brown for career advice.

Pusateri, 25, a graduate assistant for the MSU women’s basketball team, graduated from the College of Education this May with a master’s degree in kinesiology—sports administration. An ambitious three-sport athlete at MSU—she played field hockey, softball and basketball during her undergraduate years—Pusateri needed a good job opportunity that matched her interests in coaching, but she wasn’t sure where to turn.

The much-respected Brown, a well-known assistant coach who joined MSU in 2004 and who has coached several national championship teams, quickly agreed to help. He offered up the ultimate sports networking prize—the cell phone number of his friend, basketball Hall of Famer Nancy Lieberman, now an ESPN analyst who runs summer basketball camps and other sports-marketing businesses from her home base near Dallas.

“He said she’d be great for my future and was also a great person to work for,” recalled Pusateri, who quickly picked up the phone and got the female sports great herself on the line.

Lieberman offered Pusateri the internship on the spot. A successful WNBA star player and coach, Lieberman was supportive and explained her internship duties to Pusateri. She would be helping Lieberman at the basketball camps that the hoops star holds in Dallas, Detroit and Phoenix. Pusateri would also travel with Lieberman, who works as an ESPN TV analyst for women’s and men’s basketball games and also is a columnist for ESPN.com.

“She’s the Dick Vitale of women’s basketball,” said Pusateri, in describing Lieberman’s on-air fame. Lieberman, she found out, is also an accomplished businesswoman, working for such corporate sports giants as Nike and as a motivational speaker for Fortune 500 companies around the country.

In a word, says Pusateri, a native of Homewood, Ill., the opportunity was “perfect,” a dream job working with an icon in women’s athletics.


**STUDENT HONORS**

**Three Students Recognized by Network of Michigan Educators**

Three MSU College of Education interns were recognized for excellence and outstanding performance in teacher preparation by the Network of Michigan Educators (NME) Conference at the group’s awards banquet in December.

Rachel Danko, Allison Longton and Katie McKinley were nominated by Associate Dean of Education Cass Book. They are all recent graduates who are currently in their internship year, and have demonstrated their dedication and abilities in education.

Danko, from Burton, Mich., is interning at Pinecrest Elementary School in East Lansing. She works in a K-4 resource room and taught in a fourth-grade classroom last semester. Danko is a special education major, focusing on learning disabilities.

Longton studied education in Sydney, Australia, before she began her internship at Elliott Elementary in Holt, Mich. She interns in a second grade classroom. Originally from Gross Ile, Mich., she majors in curriculum and teaching, focusing on language arts. She hopes to work as a teacher in Michigan or Illinois, and earn her master’s degree from MSU.

McKinley is a biology major, with a minor in chemistry, and graduated summa cum laude from the Honors College. She is currently an intern at Lansing’s Eastern High School, and teaches ninth grade honors biology. She grew up in DeWitt, Mich., and hopes to find a teaching job relatively close to the area after completing her internship year.

The NME has more than 400 members, all educators across Michigan, and is an expansion of the Michigan Milken Education Network established in 1999. The network’s mission is to “connect, enable, and engage the diverse gifts of its membership for the advancement of high achievement and excellence for Michigan students and educators.”

**Doctoral Students Win MSU International Education Awards**

Two College of Education doctoral students received the Homer Higbee International Education Award for making significant contributions to the enhancement of international communication, understanding and cooperation at MSU through service activities. The awards were handed out at the university’s annual International Awards Ceremony on March 21 at the Delia Koo International Academic Center. The awards are sponsored by MSU’s Office of International Studies and Programs.

Kristin Janka Millar, a doctoral student in the department of teacher education, was selected as a Fulbright-Hays fellow to conduct research in Belize in 2005, and has been involved at bringing a global perspective to K-12 education in the Greater Lansing community.

Norseha Unin is a Malaysian doctoral student in educational administration, whose involvements in a variety of campus and community organizations and activities have contributed greatly to cross-cultural education.
The images are beyond most Americans’ comprehension. Barefoot children playing in garbage. Shacks with gaping holes. Poverty at its worst.

But that’s only the beginning said John Shinsky, who is currently leading a project to build an orphanage in Matamoros, Mexico.

Shinsky is a three-time graduate of MSU’s College of Education. In 1974, he received his bachelor’s degree in elementary education, and proceeded to receive both his master’s degree and his doctorate in special education. While at MSU, he was a star football player for the famous coach Duffy Daugherty, serving as captain of the team in 1973.

His experience at MSU was unforgettable. Academically and athletically, Shinsky is a true success story. But it could have turned out so differently.

When Shinsky was 7 years old, his father died. He and his mother were left to navigate the rough streets of his neighborhood, barely able to make ends meet. So she made the heart-wrenching decision to place Shinsky in Parmadale Orphanage, located in Parma, Ohio. There, Shinsky’s mother hoped he would get the guidance he needed and deserved.

After four years, Shinsky was placed into a loving foster home, attended high school and became an instant football celebrity. He received a football scholarship to MSU, where he was such a star that he turned down the opportunity to play professional football to pursue a career in education.

“It was the best move I ever made,” he said proudly.

After graduation, Shinsky worked for 20 years as Lansing Public Schools’ director of special education. He retired from that position and is now associate professor and chair of the department of education at Grand Valley State University.

Shinsky is proud of his accomplishments, and credits them to the decision his mother made. When he turned 18, Shinsky returned to Ohio to meet his mother once again, only to discover she kept the newspaper headlines of his football and wrestling successes. Shinsky and his mother rebuilt their relationship, and in 1983, Shinsky brought his mother to his Ph.D. graduation ceremony. Sadly, the next day, she passed away.

When she died, there were no regrets. No unspoken words. Shinsky was grateful for the blessings he received. And it was then that he found his calling: Shinsky would give other children the same blessings.

Thus the inspiration behind Cuidad de los Niños—Shinsky’s second orphanage project. It has been in the works for five years and the official groundbreaking occurred in September 2005.

So why Matamoros? During a business trip, Shinsky visited the horrible conditions of Matamoros. He saw the homeless children, whose smiles revealed such bright potential, but whose bodies were tired from living in such filth. Shinsky then decided this was the place to fulfill his dream.

The dream began with a local businessman’s generous donation of 17 acres, on which the orphanage is currently being built. Shinsky developed a board of directors—comprising local business people—and an advisory board. The 33,000-square-foot orphanage is scheduled to open in
June or July, barring no more weather delays.

The $1 million project will house 120 children. It will offer six dorms total. In addition, the orphanage will host a dorm for babies, a medical admission building, a kitchen/dining room, a worship area, a study area, a building for technical and vocational training and a director’s home. The project will occur in phases, with funding about half complete. Shinsky has also received a matching grant.

Following The Green Concept, the orphanage will use its environment to sustain the $200,000-per-year operating expenses. Farming will supply food for the children while windmills will generate electricity and the sun will provide heat. In addition, the orphanage will seek child sponsors.

As expected, Cuidad de los Niños has required Shinsky and other volunteers to make countless trips to Mexico. The project has required an awesome commitment of time and money, but the end result will be worth it.

“T’ve been there,” Shinsky said. “I know the potential of these kids. I want to give these kids the opportunity for education, health, safety and food that I had. This will foster change for generations to come.”

Shinsky strategically chose his board of directors to comprise business leaders, who will most likely employ the orphans once they leave. And it will be the orphans’ responsibility to give back to the community.

So Cuidad de los Niños is not a project of pity; it’s a project of opportunity. “I want a facility that creates leaders,” Shinsky said.

And leaders have brought Cuidad de los Niños to fruition.

“I represent the good hearts of so many people, who have donated their time and money,” Shinsky said. “It’s a blessing that I can take leadership, because that what it takes.”

Kellie Dean, who received his bachelor’s and master’s degrees from MSU’s College of Education, was one of Shinsky’s MSU football team members. Dean also worked with Shinsky as the administrator of Lansing Public Schools’ special education program. He is currently owner and operator of Dean Transportation, which provides transportation to 60 school districts throughout Michigan.

Dean met Shinsky while playing football at MSU. And they’ve remained close friends ever since.

“This is a special project for me, too, because John is a dear friend,” Dean said. “I know how he will impact lives and change them for the better. He has a tremendous heart.”

Dean has helped Shinsky raise funds for the orphanage. Soon, Dean will stuff busses with supplies for the orphanage and transport them to Mexico. In addition to sitting on Shinsky’s advisory board, Dean has recruited carpenters and other volunteers for the project.

Both Dean and Shinsky have hosted countless MSU student spring break trips to build the orphanage. They have an amazing chemistry, and both are proud that MSU started it all.

“Especially after leaving MSU, I can appreciate so much more what a great university it is,” Shinsky said. “It provided me with a foundation and prepared me to be an educational leader.”

And in Dean’s words, Shinsky is a Christian leader as well. Shinsky’s spirituality has carried him through this project. And even when heavy rain causes building delays, Shinsky never loses hope.

“There are so many layers to make sure kids get what they deserve,” Shinsky said. “But when you’re committed to giving back, then you give back. That’s what it’s all about.”

To learn more about Cuidad de Los Niños, or to learn how to make a donation to the project, please visit www.shinskyorphanage.com.
By her own definition, Loukia K. Sarroub is an educational anthropologist. But she’s also an award-winning author and a well-respected researcher. In 2000, Sarroub received a Ph.D. in curriculum, teaching and educational policy from MSU’s College of Education. She’s currently associate professor in the University of Nebraska–Lincoln’s College of Education and Human Sciences.

Prior to settling at the University of Nebraska–Lincoln, she was an assistant professor in the department of curriculum and instruction at the University of Wisconsin–Madison.

From 1997 to 1999, Sarroub engaged in field work that earned her national accolades. In pursuit of her anthropology interests, Sarroub studied a group of low-socioeconomic status Yemeni American girls in southeastern Michigan, focusing on how this population negotiates its home and school worlds successfully, and how a school and its teachers accommodate it.

Contrary to the popular belief that those who come from disadvantaged backgrounds do not do as well in school, this group of girls was performing as well as or better than its peers from higher socio-economic classes. In 2005, Sarroub published the results of her findings in a book titled, *All-American Yemeni Girls: Being Muslim in a Public School*. The book earned Sarroub the 2005 Edward Fry Book Award for Outstanding Contributions to Literacy Research and Practice from the National Reading Conference.

Most recently, Sarroub has been conducting field work with refugees, immigrants and students of low socio-economic background. The Midwest, especially Nebraska and the Great Plains states, have become the “final American frontier” for these groups, and not all school systems or communities might be prepared to handle the influx of cultures, languages, or the diversity of formal schooling experiences these populations bring with them.

“I am interested in the concepts of transnationalism and how schools, communities and families accommodate one another,” Sarroub said. “Specifically within schools and across home and community settings, I study how people become...
COEAA Honors Three Alumni, Incoming Freshman

The College of Education Alumni Association (COEAA) bestowed onto three alumni its prestigious alumni awards. At the same time, it recognized an incoming freshman with the annual COEAA Freshman Scholarship. The award recipients, as well as the freshman scholarship recipient, were recognized at the college’s annual Awards Ceremony, which was held April 15 at the Kellogg Center.

Christine J. Sobek, president of Waubonsee Community College in Sugar Grove, Ill., received the Distinguished Alumni Award. In 1978, Sobek received her master’s degree in college student personnel from MSU’s College of Education and her Ed.D. in Adult and Continuing Education from Northern Illinois University. In 2001, Sobek became the fourth president of Waubonsee Community College, after holding several positions at the college. She has served as provost; executive vice president of educational affairs; assistant vice president for instruction; assistant vice president for student development; and dean of student development.

Michael S. Shibler, superintendent of Rockford Public Schools, was named the Outstanding Alumni k–12 Administrator. Shibler is a two-time graduate of the College of Education. He received his master’s degree in educational administration from the college in 1971 and he received his Ph.D. in k–12 educational administration in 1997. After graduation, Shibler continued his involvement with the MSU College of Education, serving on the COEAA board of directors for six years, spending two years as president.

Dale M. Berry, a physical education teacher at Floyds Knobs Elementary School in Floyds Knobs, Ind., was named the Outstanding Alumni k–12 Teacher. Berry is a 1972 graduate of the College of Education. She received her bachelor’s degree in physical education. For 24 years, Berry has been teaching physical education to students, having taught kindergarten through 10th grade. Because of her incredible dedication to physical education, in 1998, Indiana named Dale Berry the Physical Education Teacher of the Year. In 2001, she received the ExCEL Award, an award designed to recognize excellent educators.

Finally, the COEAA chose Ashley Larva, a senior at Sparta High School, as the recipient of its Freshman Scholarship. She plans to attend MSU’s

-awareness of his or her social identity affects performance.

“I study how high-stake situations can impact performance and I look at why,” she said. “Once we know why, we can minimize the effects.”

Beilock’s career is off to a successful start, especially after receiving the University of Chicago’s Developing Scholar Award, which is only given once every four years. She credits much of that success to her education at MSU.

“MSU was a great experience,” she said. “I had such supportive advisors, who encouraged me to explore my interests and ask interdisciplinary questions. I think that’s why I did so well.”

successful in the institutions they inhabit.”

As such, Sarroub studies how other factors—economic status, gender, language, religion, and ethnicity, for example—affect that success. The results of Sarroub’s latest anthropological study will be published in the next several years in journal articles and in a book. Sarroub plans to continue studying different populations in the United States and Europe and their influence on schools. And she credits her experience at MSU for her research success.

“I thought my years at MSU were wonderful and exceptional years,” Sarroub said. “The faculty has amazing expertise, and they gave me a great foundation from which to do my work.”
College of Education in the fall to study secondary education.

Larva will graduate from Sparta High School with a 4.0 GPA. For the past year, Larva has served as vice president of her student council and as treasurer of the National Honor Society. She is also the current school board representative. In addition, Larva earned her varsity letters in basketball, volleyball and softball.

**Parker Joins College as Alumni Coordinator**

The College of Education has hired Kristen Parker as its alumni coordinator. Parker is a 2000 graduate of MSU’s School of Journalism. After graduation, she landed a job as editor of a trade publication, and later worked for a nonprofit association as its communications director.

As the alumni coordinator, Parker is responsible for the alumni section of the New Educator. She will be seeking alumni to profile in the magazine, and requests suggestions sent to her via e-mail at klarker@msu.edu. In addition, please send news items to her via e-mail, or mail announcements and news clips to her at 513D Erickson Hall, East Lansing, MI 48824.

Parker will be concentrating on all alumni issues and concerns, and looks forward to alumni input.

**Haleen’s Play Recognized by National Theater Organization**

Edric Haleen, a 1997 master’s graduate of the college and an aspiring playwright who was featured in an alumni profile in the fall 2006 New Educator, has been recognized by a national theater group for his musical The Pushcart War.

Haleen, who teaches math at Waverly High School in Lansing, was selected as a semi-finalist for the Director’s Choice Award by the National Music Theater Network, Inc. in New York. He scored, produced and directed The Pushcart War, an original musical tale about big business versus the common merchant, and presented it to the community at a local high school auditorium last summer.

**On the Move**

Vulvae Green, a 2003 doctoral graduate, has been named the president of Glendale Community College, Glendale, Ariz. Previously, she served as provost and executive vice president for academic and student affairs at Grand Rapids Community College, after working there for several years. Before her career in higher education, Green taught for five years in the Grand Rapids School District.

**Longtime Adviser Honored**

Lynn Forsblom, who for 18 years served as an instructional program coordinator and academic advisor in the department of kinesiology, received a Distinguished Academic Staff Award, given to outstanding individuals with careers demonstrating long-term excellence and exceptional contributions to MSU. She was honored at the university’s annual awards convocation in February for her sustained record of academic advising, curriculum development, outreach, research, teaching and office and personnel administration and supervision.

Forsblom, who has worked at MSU for 23 years, is currently employed in the College of Social Science. There, she works with the associate dean for academic and student affairs to provide overall administration of undergraduate programs, and provides oversight and support of the college’s undergraduate advisors.
Support Scholarships!

Now online . . . easy, quick with just one click!

College of Education merchandise is now available online. The sale of COE merchandise supports four scholarships sponsored by the College of Education Alumni Association. To order any of the spirited, high-quality products, please visit shop.msu.edu and look under specialty shops for College of Education.

If you cannot access the site, please contact the College of Education Alumni Association at (517) 355-1787.

Thank you for your continued support!

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The College of Education Endowment represents funds designated by college alumni and friends to specific areas. Typically, this includes funding to support students through scholarships and fellowships, funding to support faculty and funding to support specific programs. Endowed funds are pooled and invested by the university and the college benefits in the form of interest income generated from the investment. The current payout rate for endowed funds, as established by the MSU Board of Trustees, is 5.75 percent (based on market value). The principal is never spent and continues to generate interest income for the college in perpetuity. Over the course of The Campaign for MSU, the College of Education Endowment has more than quadrupled in size, today generating more than $435,000 in recurring funding for students, faculty and programs.

NEW ENDOWMENTS

- The Marcus C. Betwee Endowed Scholarship in Special Education for students at the junior, senior or post-baccalaureate level (intern year) pursuing a degree in special education.
- The Denzil M. and Mary Jean Bell Endowed Scholarship in Education, a renewable scholarship for students pursuing acceptance in and/or for students enrolled in the elementary or secondary education programs.
- The Sheldon Cherney Endowed Scholarship in Graduate Studies in Education Overseas for Ph.D. students in the Higher, Adult and Lifelong Education program with an interest in international education.
- The John and Joanne Fuller Endowed Scholarship Fund in Education for students in the College of Education elementary education program at the junior, senior or post-BA level (intern year).
- The Dr. Shahriar and Dokhy Ghodousi Faculty/Student Mentor Fund in Education, a faculty fund focused on enhancing the mentoring relationship between faculty and students at the Ph.D. level.
- The Kathleen and Eldon Murphy Scholarship in Education, a renewable scholarship for students from Hillsdale County (Michigan) enrolled in a College of Education teacher education program in elementary education, special education or secondary education.
- The Louise R. Newman Endowed Scholarship in Memory of Ester and Edwin Rosenthal, a renewable, full-tuition scholarship for students pursuing acceptance in and/or for students enrolled in the elementary or secondary education programs.
- The Wayne and Leah Hoover Family Fund in Education, to provide support to faculty and to financially disadvantaged undergraduate students who have demonstrated a capacity to achieve educational and professional goals, the motivation to achieve these goals and the initiative to seek opportunities to further their progress.
- The Elizabeth Boardman Kett Endowed Scholarship in Math Education for students admitted in the College of Education secondary education program with a major in mathematics.
- The Judith A. and John W. Kleeves Endowed Scholarship in Math Education for community college transfer students admitted in the College of Education secondary education program with a major in mathematics.
- The Judith A. and John W. Kleeves Endowed Scholarship in Math Education for community college transfer students admitted in the College of Education secondary education program with a major in mathematics.
- The Joyce and Jim Putnam Endowed Fund in Urban Education, to provide support for faculty through the Joyce...
and Jim Putnam Chair in Urban Education and for students through the Joyce and Jim Putnam Endowed Scholarship in Urban Education. This is a renewable, full-tuition and expenses scholarship for students from urban districts pursuing a career teaching in an urban district.

- **The Kermit H. and Ruth M. Smith Endowed Scholarship for Prospective Teachers** for students pursuing a degree in elementary, secondary or special education with the intention of becoming a classroom teacher.

- **Thomas W. Smith Endowed Scholarship in Kinesiology** for undergraduate students pursuing a degree in kinesiology.

- **The Barbara Bentz Spivack Endowed Scholarship in Education** for students admitted to the College of Education pursuing a master of arts degree in Higher, Adult and Lifelong Education.

- **Thomas B. and Mary L. Taft Endowed Scholarship in Early Childhood Education** for students in elementary education who have the intent and desire to teach grades K–3.

- **F. James and Elizabeth M. Votruba Higher Education Leadership Enrichment Fund**, to provide support for enrichment activities not associated with the dissertation for Ph.D. students in a Higher, Adult and Lifelong Education (HALE) program.

- **The Weening Family Endowed Fund in Education** for post-BA students completing their internship year associated with a teacher preparation program in elementary, secondary or special education.

- **The Peggy A. Wilczak Endowed Scholarship in Education** for students at the undergraduate or post-BA level in the College of Education teacher preparation programs in elementary, secondary or special education.

To learn more about establishing a named endowed fund in the College of Education, or about giving to an existing fund, please call the college development office at (517) 432-1983.

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**The Leadership Circle**

The **Leadership Circle** is distinctive to the College of Education and is comprised of individuals dedicated to supporting the efforts of the college through an annual gift of $1,250 or more; this includes donors who have established named endowed funds that annually earn $1,250 or more to benefit our students, programs or faculty. Unrestricted gifts provide financial assistance to deserving students in the form of scholarships and fellowships.

Membership in The Leadership Circle provides many special benefits, including college research mailings, special communication and invitations to college events. In addition, your membership in The Leadership Circle offers you the opportunity to select a recipient of the Crystal Apple Award to be presented at a formal dinner the evening of Friday, Oct. 26, 2007. This special evening is dedicated to recognizing and celebrating the valuable contributions of extraordinary educators.

On behalf of the students and faculty of the College of Education, we are pleased to acknowledge the generosity of the current members of the 2007 Leadership Circle (as of March 1, 2007) listed below. To join the 2007 Leadership Circle, contact Julie Bird, assistant director of development, at (517) 432-1983 or by e-mail at birdjuli@msu.edu.

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  - Betty L. Giuliani

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  - Eleanor F. Heusner

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- **John D. & Dorotha J. Withrow**  
  - David G. & Francine Zick  
  - David G. & Francine Zick

- **David G. & Francine Zick**
Twenty-nine educators from around the nation were honored as recipients of the MSU College of Education Crystal Apple Award at a formal dinner on Oct. 27, 2006. More than 300 family members, friends and colleagues of distinguished recipients filled the Kellogg Center in celebration of educators who represent excellence in education.

Brian Hawkins, president and chief executive officer of Educause, a professional association of 2,000 colleges and universities dedicated to transforming higher education through information technologies, delivered the keynote address prior to the formal recognition of the 2006 Crystal Apple Award recipients. Hawkins, an MSU Distinguished Alumni, has long ties to the College of Education and serves as a member of the College’s National Advisory Board.

The diverse group of educators honored with Crystal Apples ranged from university administrators and faculty to K-12 administrators and teachers. While many of the honorees were from Michigan, some traveled from as far away as New Mexico to receive their awards.

The Crystal Apple Awards were established in 1995 as a way for donors to honor educators who played a significant role in their lives and who represent a commitment to the teaching profession. The opportunity to select a recipient of the Crystal Apple Award is a benefit to donors to the College of Education Leadership Circle. The dinner is sponsored by the College of Education with support from the Richard Lee Featherstone Society.

The 2007 Crystal Apple Awards dinner will be held at the Kellogg Center on the campus of Michigan State University on Friday, Oct. 26, 2007. If you are interested in selecting a recipient of the Crystal Apple Award, contact Julie Bird, assistant director of development, at (517) 432-1983 or via e-mail at birdjuli@msu.edu.
Accomplishments of Educators

- Donald V. Adams, a consultant and speaker for 60 colleges and universities from Des Moines, Iowa. Nominated by James C. Votruba.

- Mary Anne Adams, a consultant for the Michigan Education Association (MEA) from East Lansing. Nominated by the Professional Development/Human Rights Department of the MEA.

- Thomas D. Bird, an MSU associate professor of Teacher Education from East Lansing. Nominated by Yong Zhao and Xi Chen.

- Harold Brockberg, a former professor and director of athletics at Concordia University from River Forest, Ill. Nominated by John and Beth Haubenstricker.

- Janice M. Brown, the Kalamazoo Public Schools superintendent from Kalamazoo. Nominated by Melody Glick.

- S. Tamer Cavusgil, the J. W. Byington Endowed Chair of Global Marketing from East Lansing. Nominated by Shahriar Ghoddousi and Shamsdokht Shams.


- Dixie Durr, an MSU professor emeritus of theater from East Lansing. Nominated by Janet Wessel.

- Mindy Emerson, the principal of Red Cedar Elementary School from East Lansing. Nominated by Sharon and Jack Schwille.

- Terri Flowerday, an assistant professor of educational psychology at the University of New Mexico in Albuquerque. Nominated by Donna Forrest-Pressley.


- Melody J. Glick, a retired teacher and administrator for East Lansing Public Schools. Nominated by Patrick Dickson and Penelope Peterson.


- David C. Hales, a social studies consultant for the Wayne County Regional Educational Service Agency in Wayne, Mich. Nominated by Janice Colliton.


- Rose M. Johnson, a retired science teacher from Detroit. Nominated by Kay Lovelace Taylor.


- Lisa Martinico, Birmingham Public Schools’ executive director of technology. Nominated by Gary L. Jones and Barbara Crippen Jones.


- John Narcy, an MSU diving coach and professor emeritus from East Lansing. Nominated by 21 colleagues and former students.

- Jean Netherton, a Northern Virginia Community College retired professor and provost from Alexandria, Va. Nominated by Janet Wessel.

- Michael Pressley (awarded posthumously), an MSU University Distinguished professor from East Lansing. Nominated by Lauren Fingeret, Katie Hilden, Mary Lundeberg, Lindsey Mohan and Kelly Reffitt.

- Karen Riggs, a retired elementary school teacher from East Lansing. Nominated by Patrick Dickson and Penelope Peterson.


- Yong Zhao, an MSU university distinguished professor and director of the U.S.-China Center for Research on Educational Excellence from East Lansing. Nominated by Daniel W. Schultz.
Off-Campus Master’s Degree Programs

Master of Arts in Curriculum and Teaching (MACT)
Designed for teachers who are committed to achieving accomplished teaching of school subjects to diverse learners, this program emphasizes practice-centered inquiry and teacher leadership in the classroom, school, community, and profession.

SITES: Birmingham, Seaholm High School
       Grand Rapids, Kent Career Technical Center
       Traverse City, Northern Michigan College University Center

Master of Arts in Educational Administration (MAEAD)
Preparing educators for school leadership and management positions in K–12 schools, students in this program develop the knowledge and skills — instructional, managerial, political, social, and ethical — needed to be an effective educational leader.

SITES: Birmingham, Seaholm High School
       Grand Rapids, Kent Career Technical Center

Master of Arts in Educational Technology (MAET)
For educators who want a greater understanding of how to use cutting-edge technology to improve teaching and learning, this program is especially suited for classroom teachers, technology coordinators, and media/library specialists at all grade levels.

SITE: Traverse City, Northern Michigan College University Center

Detailed information about program requirements and admissions procedures
www.educ.msu.edu/academic.outreach

Off-Campus Master’s Degree Programs

College of Education has 8 programs ranked in the top 10
by U.S. News & World Report

Earn your degree online from one of America’s top-ranked graduate schools.
If you are an experienced educator, comfortable with computers and Web technology, and looking for opportunities to:
• Enhance your professional development
• Engage in a top-quality advanced degree program
• Apply toward professional certification
Consider the Online Master of Arts in Education at Michigan State University.

(517) 355-1825
ed-web3.educ.msu.edu/onlineedu
In conjunction with the MSU Alumni 50 Year Reunion Days/Kedzie, the College of Education will host a reunion breakfast. Dean Carole Ames invites alumni and their guests from the graduating class of 1957 and earlier to join her for this occasion.

Please mark your calendar! If you do not receive information from the MSU Alumni Association, please contact Kristen Parker at (517) 432-0445 or klparker@msu.edu.

To receive information concerning Kedzie events at other colleges, please contact those specific units.
2006-2007
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